DOCUMENT RESUME

ED 283 748 SO 018 134

AUTHOR Elder, Pamela; Carr, Mary Ann
TITLE Worldways: Bringing the World into the Classroom.
REPORT NO ISBN-201-22126-8
PUB DATE 87
NOTE 256p.
AVAILABLE FROM Addison-Wesley Publishing Co., Inc., 2725 Sand Hill Road, Menlo Park, CA 94025.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS *Cultural Awareness; *Cultural Education; Cultural Images; *Cultural Interrelationships; Elementary Secondary Education; *Global Approach; *Interdisciplinary Approach; International Studies; Learning Activities; *Multicultural Education; Second Language Learning

ABSTRACT

Educators today face a growing responsibility: the more complex and interdependent the world becomes, the greater the student's need for skills, tools, and confidence with which to face the future. Global education is a response to this need. Global education is not a new subject to be taught but rather an approach to all the subjects, a vital perspective for the total curriculum. This volume offers a wide range of learning activities encompassing most areas of the curriculum and providing an approach for developing global awareness at the upper elementary to lower secondary levels. The activities are designed to use materials readily available to classroom teachers. Because of the emphasis on worldwide cultures, many activities could be useful in the teaching of foreign languages or of English as a second language. Guidelines for teaching are offered in much the same way that recipes offer guidelines for cooking. Blackline masters required for selected activities are included. A 54-page resources section describes books, periodicals, curriculum materials, and organizations useful to those interested in developing global learning experiences for their students. (BZ)

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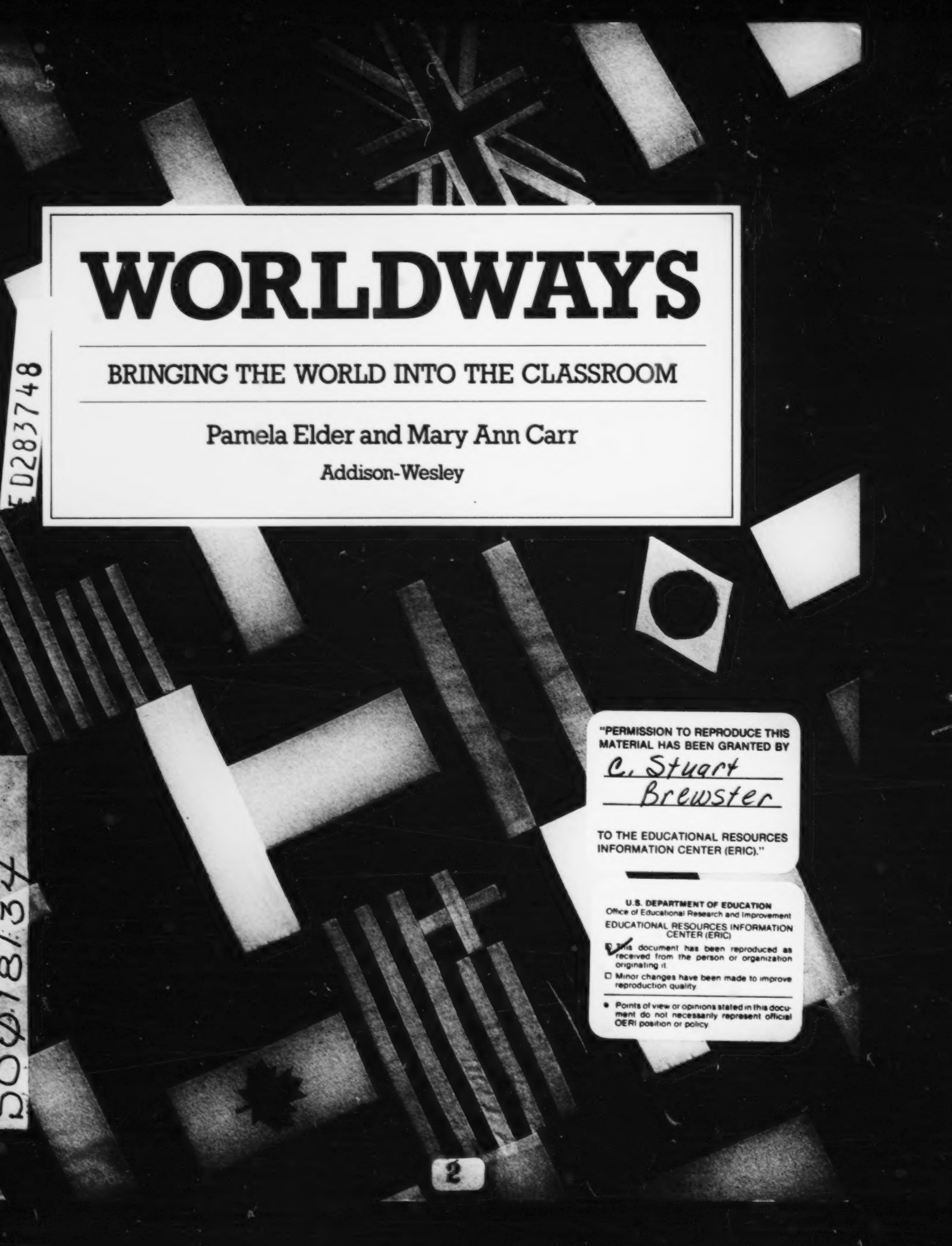

WORLDWAYS

BRINGING THE WORLD INTO THE CLASSROOM

Pamela Elder and Mary Ann Carr

Addison-Wesley

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Pamela Elder
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Addison-Wesley Publishing Company, Inc.

Menlo Park, California • Reading, Massachusetts • Don Mills, Ontario
Workingham, England • Amsterdam • Sydney • Singapore • Tokyo
Madrid • Bogotá • Santiago • San Juan

Book Design / Production: YAZZ GRAPHIC DESIGN
Cover Quilt Design and Construction: VICTORIA ANN PHILP
Blackline Master Drawings: GREG LLOYD

This book is published by the Addison-Wesley Innovative Division.

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ISBN 0-201-22126-8

ABCDEFGH-AL-89210987

To Ayliffe,
Desmond, and Evan

ACKNOWLEDGMENTS

Many friends and colleagues have contributed to the writing of *Worldways*. We sincerely appreciate the assistance of the following individuals: Joyce Buchholz, and Lone Beeson of the World Affairs Council of Northern California for guiding us through the resources of the WAC and the Bay Area Global Education Program; Dr. Delmo Della Dora, Dr. Mildred Sabath, and Dr. Helen Meyer of California State University, Hayward, who helped us focus on curriculum that matters; Robert Freeman and Dr. Rudie Tretten of Global Educators and Patricia Margolf, former *Access* editor of Global Perspectives in Education, Inc., for generously sharing their numerous resources; former teaching colleagues Roberta Gleeson of the Constitutional Rights Foundation, Jane Boston of Global Educators, and Joanne McHenry, former head of library services of the San Ramon Valley Unified School District (Danville, CA), for their enthusiasm and encouragement; Dr. Doni Kobus of the University of California, Santa Cruz, for sharing ideas and materials; Judy Levin, Dr. Michael Levin, Dr. Lenore McKnight, and Dr. Gary Nye for helping with resources regarding the psychology of youth. Thanks also to C. Stuart Brewster, Susan Musick, and Margaret Shanney of Addison-Wesley.

Above all, our deepest gratitude is due our families for their patience and faith in us.

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PREFACE

As we approach a new century we find a very different world than existed one hundred years ago. Even over the past few decades, within our own lifetimes, immense technological, economic, social, and political changes have occurred, profoundly affecting the existence of humanity and nearly all the relationships on earth.

As educators we have responded as best we could to the changes as they have come. We have incorporated new technologies into our teaching, adapted curricula to accommodate new fields of learning, and updated and expanded our understanding, and the public's, of the aims of education.

The momentum of change is gaining on us, however. Today's pluralistic world is rapidly becoming so complex, and the interaction among the world's peoples so entwined, that most major events require a broader view than was required in the past. Today a global perspective is needed to interpret the significance of events and the implications of decisions made by world leaders.

Clearly, one of the most important tasks in education today is to help students prepare to take their places in a rapidly changing and immensely challenging new world. Only by addressing the need for a global perspective in their learning can we help students feel that they can make a difference, that they can face the future with confidence.

Worldways: Bringing the World into the Classroom is based on several premises. The first, *concerning need*, asserts that students today need, above all, a sense of purpose, a belief in their personal future as well as the future of the world itself. Evidence of the inadequacy of institutions and leaders to cope with pressing problems both at home and throughout the world abound. It can be more than enough to depress any of us at times, but without the sensitive intervention of caring adults, the weight of these worries on our youth can take a heavy toll. As educators we are in a unique position to listen to our students' deepest concerns, to provide an environment in which their ideas can germinate, and to help them feel empowered to change the world, even a little. This need, we submit, is the most fundamental reason for teaching.

The second premise, *concerning content*, asserts that in studying others, we study ourselves. There is much to be learned from all peoples; although there is a basis to human life common to all, it is our

differences, subtle or marked, that make life interesting. Very young children are generally equally accepting of others, no matter what their differences. As their cognitive abilities develop, children need to organize ideas and perceptions in order to assimilate new knowledge. Only if we thoughtfully guide children's learning at this critical stage will we prevent the formation of the narrow stereotypes that limit the appreciation of human diversity. We must select and present curriculum content carefully if our students are to keep the receptive thinking that allows them to learn from both the differences and commonalities among people everywhere.

The final premise, *concerning method*, is that for learning to have meaning, it must meet the individual learner's level of ability and serve his or her needs and interests. To be lasting, learning must be active rather than passive. The more it can engage the senses, the deeper and more enduring its effect.

We dedicate our work to you who we hope will appreciate its purpose, adapt it to your students' needs, and use it to broaden their understanding of our changing world and their place in it.

OVERVIEW

I am not an Athenian or a Greek, but a citizen of the world.

SOCRATES

RATIONALE

WHAT IS GLOBAL EDUCATION?

As educators today, we face a growing responsibility: the more complex and interdependent the world becomes, the greater the student's need for skills, tools, and confidence with which to face the future. Global education is a response to this need.

According to the National Council for the Social Studies, "Global education refers to efforts to cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the planet. The purpose of global education is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world of limited natural resources, ethnic diversity, cultural pluralism, and increasing interdependence."[1]

Simply stated, global education expands established curricula with increased global awareness. Material that otherwise could be taught in a narrow sense, as an entity unto itself, is presented with greater emphasis on its relation to our rapidly changing, increasingly complex and interdependent world. The development of a sense of global responsibility is encouraged in ourselves and especially in our students, who will inherit a world even more challenging than the world we know today.

"Global education is not an ideology," write H. Thomas Collins and Sally Banks Zakariya in *Getting Started in Global Education*. "It is a reflection of the fact that we are all members of a single human species living together on an ever more crowded and polluted planet. But recognizing our common citizenship in the world community does not mean that we must repudiate our national identities. Indeed, a truly global perspective consists of that knowledge and those attitudes that enable us to better understand and appreciate our role and responsibilities as citizens of our local communities, of our nation, and finally, of an increasingly complex global society."[2]

Global education is not a new subject to be taught but rather an approach to all the subjects, a vital perspective for the total curriculum. According to the American Association of School Administrators, "A global education project is not a new course to be added to the already crowded curriculum, but is rather an emphasis or perspective from which the existing curriculum is taught."[3]

Teaching for a global perspective means searching for opportunities to amplify the human condition in all areas of curriculum so that students can recognize the unique qualities of humanity and the worth of all the world's people. It is a means for helping students gain a sense of empowerment so that they can feel hopeful about the future and be able to contribute to it.

Basically, global education is teaching with global awareness and learning about the world in a way that matters.

Not a New Idea but One That's Finally Taking Root

Education with a global perspective, "world-mindedness," "internationalized education," and world studies are not new ideas. In many countries they are well-established approaches to curriculum and teaching.[4] Acceptance of these ideas seems directly related to the awareness within a country of its links with the rest of the world.

Small countries, physically close to other countries and greatly dependent upon them, must develop global interaction skills for their survival. In contrast, countries like the United States, with immense area, vast resources, and relatively insular locations, have only begun to shed their sense of economic, political, and cultural self-sufficiency.

Many Americans personally experienced their country's growing global interdependence for the first time while waiting in gas lines and watching the price of petroleum products soar during the oil embargo of the mid-1970s. They took further notice when high-quality, low-priced foreign goods entered, and in some cases dominated, local markets and local economies suffered from the resulting shift in the balance of international payments.

Until the 1970s many, if not most, Americans viewed the rest of the world from a somewhat detached, provincial standpoint. (It can be argued that too many still hold this view.) People were content to leave international relations to the "experts"—diplomats and government officials. But business interests have changed matters considerably over the past few decades. International trade is now responsible for approximately 22 percent of the US gross national product, compared with only 5 percent just a few decades ago. It is estimated that one out of five American jobs depends upon international trade, and about one in three acres of US farmland produces for export.[5]

Branching Network Has Awakened Our Consciousness

Multinationalism has taken root in the business world and is growing; the branching network created by multinational corporations touches and links all parts of the globe as never before. This flourishing worldwide interdependence has had far-reaching effects, culturally, as well as economically. In some countries an unprecedented global migration of labor—of immigrants, "guest workers," and refugees—has created large populations of newcomers in towns and cities previously considered "typically English," "typically American," and so on. The acculturation of these recent arrivals on a large scale is an ongoing process in these countries.

WHY IS GLOBAL EDUCATION NEEDED IN TODAY'S SCHOOLS?

Speaking at an assembly of leading educators that focused on the topic "At the Global Crossroads: Educating Americans for Responsible Choices," former US Secretary of Education Terrel H. Bell stated, "Approximately 30 national blue-ribbon groups, including our own [US Department of Education] Commission on Excellence, have generally indicated that the nation is 'at risk' unless we substantially strengthen our public education system—especially in the areas of mathematics, science and technology." He went on to point out an even more fundamental and critical shortcoming of American education:

> The response of state and local leaders has been impressive. They have collectively taken positive actions that are unprecedented in this nation's history. We are on the road back and will not rest until America's schools are once again the best in the world. But it is possible that this critical national introspection about the quality of education has generally overlooked what could have become the most important shortcoming of all.
>
> Given the increasing interconnectedness of the world, the rapidly approaching time when we will indeed finally have a worldwide community, a time when an important action in almost any part of the world will impact on every other part of the world, the nation is possibly taking the greatest risk of all by accepting a population—both young and old—that is one of the most under-educated in global matters of any nation in the world—certainly among the so-called urban-industrial countries.[6]

The National Advisory Board on International Education Programs presented a number of recommendations for improving the quality of international education in the United States; the Board's report included the following points:

> National security and the economic well-being of the United States depend in no small measure on our ability to understand and communicate with other nations and peoples. Leadership of the free world requires that our citizens know about the culture, heritage, and social conditions of our friends and allies, as well as any potential adversary.
>
> In a pluralistic democracy, stability and world peace require that all citizens understand the significance of developments abroad.
>
> Our nation's indifference to foreign languages and cultures is unique among the advanced industrial countries, and our performance in these areas lags behind that of many developing countries.[7]

Soedjatmoko, Rector of the United Nations University, recognizes an even wider need for international education:

> I am not myself an educator in the formal sense. But I come from an institution that has been entrusted by the United Nations General Assembly with trying to improve understanding of pressing global

> problems of human survival, development and welfare. Speaking from that perspective, it seems clear to me that all countries—developed or undeveloped, East or West of ideological divide—are ill-prepared to deal with today's swiftly changing, enormously complex, and increasingly competitive world. Finding the means to prepare the whole of the global society for such a world is therefore essential.
>
> I see the world ahead as one where we will be hearing increasing insistence by non-Western cultures on the need and the right to maintain their own cultural identity. It would be wrong to assume that we are moving toward a single world culture—a pluralistic global society is an inevitable reality to which we must learn to adjust.
>
> It is our belief that the common survival of humanity in civility on this limited earth is going to require unprecedented levels of mutual understanding and tolerance and much higher levels of international and people-to-people cooperation than ever before. Our essential problem is how to develop an understanding of the commonality that we share in the problems of survival and stability. Like it or not, we have a common future. We will, all of us, have to work out our salvation in a moral context that encompasses the whole world.[8]

It is in individual classrooms now that teachers in all countries can make the most immediate difference. Students need daily experiences that make them aware of the rest of the world, their interaction with it, and their role in its future.

Human Existence May Be at Stake

As others have pointed out, "The fate of the United States is inextricably bound up with the fate of the rest of the world. Despite the realities of interdependence, education is not keeping up with the new view of the world. Yet it may be the single most important task we face.[9] To survive, the human race *must* get along; it must solve its differences somehow as the stakes continue to rise. Today, every nation's security depends upon every nation.

The United States and other nations can no longer afford linguistic, cultural, and geographical illiteracy.[10, 11] Students need tools of understanding now if they are to help their nations interact successfully with the rest of the world. Foreign languages, geography, and multicultural studies are basics in which every student must attain competence.

Change Is Accelerating

We are in a period in which the rate of growth is rapidly accelerating. This is, as Lee Anderson has termed it, "the century of the J curve." He explains, "For a long time the rate of change is slow; indeed so slow as to be hardly perceptible. Then at some point the rate of change dramatically accelerates. When this type of change is graphically plotted, the result is a curve that resembles the letter J."[12]

According to Anderson, we live at the bend of many such "J curves": in world population (if the present rate of growth continues to the turn of the century), in explosive power, in speed of travel, in life expect-

ancy, and in what he terms "the globalization of the human condition"—the rapid process by which change has caused the human experience to become progressively more globalized. For example, whereas at the turn of the last century most of the people, animals, plants, events, and processes that affected a person's life were within a forty-mile radius of their home, today's living experience environment is global or worldwide in its scope, and there is an accordingly greater difference in what we do, think, and feel.

Today's Youth Have Special Needs

Enter into this disquieted arena a young person who is trying to sort out his or her place in the world for the present as well as for the future and who, many studies show, is less confident, less hopeful, more worried, more apolitical, and more apathetic than ever before.[13, 14, 15] Take away the protection and comfort of childhood and substitute for it "adultified" youth, as observed by Neil Postman in *The Disappearance of Childhood*[16] and by David Elkind in *The Hurried Child*,[17] and there is little wonder that many youngsters, among them even very young children, cannot cope.

Many health professionals have reported an increase in the incidence of stress-related disease among children, and several studies verify the disaster that many of us have seen in our own communities: many of today's children and adolescents are opting out of today's stressful, complex world through drug use, fatalism, apathy, fantasy, and escapism.[18] Even worse, suicide rates are increasing for young people. In the United States suicide now ranks as one of the leading causes of death among children and youth.* For those 24 and younger, it has increased by an alarming 250 percent over the last twenty years.[19]

Psychiatric studies show a close link between a child's inner feelings, quality of ego functioning, and risk of suicidal behavior.[21] Crucial to the foundation and development of a healthy "ego ideal" in children is the perception of life as stable and enduring, with promise of a future that is at least in part reliable.[22] Yet children's and adolescents' confidence in the future and in the adult judgment upon which their very existence depends is severely eroded by past and potential technological catastrophes.

Research reported by Beardslee and Mack on the psychosocial aspects of nuclear developments, and in particular, on the impact of nuclear developments on children and adolescents indicates that although adults may, to a certain degree, be able to insulate their psyches from the anxieties of nuclear war, the psyches of children and adolescents, still in development, are highly vulnerable.[23]

At the very stage of cognitive development described by Piaget as characterized by rational thinking, when children and adolescents most

*Suicide now ranks as the eighth leading cause of death among American children 8 to 14 and the third leading cause among 15- to 24-year-olds. Among its young males, the US now has one of the highest suicide rates in the world, surpassing Japan and Sweden.[20]

readily absorb and try to assimilate as much information as possible about their world,[24] the possible cataclysmic potential inherent in certain technological advances often does not make sense to them. There is little wonder that many youngsters experience a sense of deepening despair and great stress at this time of their lives.

WHAT CAN WE DO?

We can and must bring the world into our classrooms so our students can view it, and their place in it, more clearly. We can start by looking at curriculum with the world in mind. We should use every opportunity that presents itself—from the media, the community, and above all from our students' individual interests—to involve students in learning that links the mandated curriculum with the outside world.

We can make global education a part—the foundation—of basic education in our schools. This is not to say that another layer should be added but rather, that a new way of thinking should be introduced. With a little thought and creative energy, anything we want our students to learn can be given a global focus—integers, photosynthesis, state history, choral harmony, dramatic characterization, current events, reading skills, cooking, pottery, paragraph construction, or any other subject in progress.

Though it is possible, and often necessary or expedient, to develop global learning experiences on one's own, it is often better to work with one or more colleagues. Group brainstorming is bound to generate many workable ideas. *Worldways* activities or their takeoff suggestions can be springboards for such collaborations. The goal should be curriculum that counts: learning that is developmentally appropriate, active and experiential, relevant and interesting.

Make Global Education a Part of Basic Education

The exact prescription for basic education depends upon those charged with its definition. Common sense, however, tells us a few things about the essentials today.

From personal experience we know that because the total body of learnable knowledge increases greatly over one's lifetime, individuals must be prepared to learn as they go. As daily living takes on increasingly global dimensions, a global perspective is an essential orientation for lifelong learning.

A global perspective should be introduced at the beginning of the school curriculum, emphasized in the middle school years, and continued throughout the formal schooling experience. Research shows that international learning begins early in life, is cumulative, and may flourish best during middle childhood and early adolescence:

> Children are born into a social world. In the course of their interaction with family, friends, the mass media and school they begin to develop orientations toward world politics. By the time they reach the intermediate grades they have developed a sense of national identity, a set of attitudes, beliefs and values about their own and other nations as international actors and about such international processes as war and peace. . . .

> What children learn about the world at one age builds upon and is influenced by what they have previously learned. Through a continuing process of cumulative learning a political self develops. . . .
>
> The period from about eight to thirteen years of age may well be unique in that it represents a time before too many stereotypically rigid perspectives dominate children's views of the world and yet a time in which cognitive development is sufficiently advanced to make a diversity of viewpoints accessible.[25]

Needed Preparation For Any Career

It is difficult to predict what the career climate will be like for our students over the course of their lifetimes. But if present trends continue, as scientists, educators, business executives, and production workers alike, they will find it necessary to have a deeper understanding of their work within a global context.

We see, then, that a global perspective in learning should begin early and continue throughout and beyond formal education. As such, it is a foundation for basic education in a new age.

Bringing Relevance and Life to Learning Through Global Education Experiences

"A major problem of schooling is the degree of unconnectedness it often has with reality beyond school . . . the resulting incongruity makes much of school meaningless,[26] writes John Goodlad in *A Place Called School*, his report on the findings of A Study of Schooling, one of the most extensive studies of schools ever conducted in the United States.

Goodlad describes most of the classes studied as characterized by a "flat, neutral emotional ambience," and suggests that "school subjects . . . become means for learnings that transcend them." He asks, "Why are our schools not places of joy?"[27]

Indeed, they can be if we (1) let our students experience things that matter to them, (2) encourage our students to explore their world more fully and in ways that have significance to their lives, and (3) engage them in learning experiences that help integrate their affective and cognitive development.

Researchers have linked motivation with the "locus of causality" one perceives in relation to what one is doing. "The locus of causality can be said to be internal or external to a person and if a person experiences the locus of causality for an act to be within himself, then he experiences personal causation," writes Richard deCharmes.[28] "The development of this ('I did it') feeling and of the anticipation 'I can do it' is the development of personal causation." Studies with adolescents link "students' self concept and the degree to which they believed they could control their destiny through their efforts" to increases in their motivation and achievement.[29]

It follows that students whose learning activities give them an opportunity to explore their capabilities in affecting local and world affairs with a degree of success have a greater sense of "I can do it" and will have greater motivation and perhaps greater success in future attempts. Further, opening up the curriculum to its global dimensions also

opens students' experiential worlds and gives them a vision not only of what *is* being done to improve the human condition throughout the world but of *what remains for them to help to do.*

For the development of motivation and achievement to occur, however, it is important that success, at least to a degree that satisfies the learner, be achieved. Therefore, global learning activities and explorations must be appropriate to the interests and abilities of the students who undertake them. Teachers must exercise careful judgment in their selection.

In addition, some activities may best be experienced individually, others in groups, and some as an entire class. A few might even lead toward the involvement of the whole school or community.

The Role of the School and Community in Global Learning

The very learning climate within a class or school can stimulate or discourage an appreciation for human rights, interdependence, and self-responsibility. Kenneth Tye writes, "[There is] a precondition to the development of global perspectives in classrooms—people in the school believing and behaving toward each other at the school level as if they value, trust, and respect each other and all mankind."[30]

Charlotte Anderson details the requisites of this environment: "From the beginning of children's schooling, the climate of the school must reflect justice, security, equity, peaceful management of conflict, respect for group differences and individual integrity, as well as the other principles of human rights. Adults in schools must consciously strive to manifest the same behavior, knowledge, and commitments they are seeking to develop within children."[31]

The local community, too, can serve as "a mediating social structure between the individual and the global system,"[32] writes Robert Woyach. "It is this functional interdependence within the community, and within larger geographical communities for that matter (e.g. the state, the nation, and the world) which cause events outside the individual's personal experiences to have an impact on him. . . . The local community not only provides a convenient means for introducing students to the global community, it provides an essential one."

Encouraging a "Worldly" Viewpoint

Worldways is meant to encourage teachers of any and all subjects to seek connections among subject matter, students' interests, current world affairs, and global issues. Most subject matter can be internationalized, and many teachers have found that once they start looking at things in a "worldly way," it becomes second nature to "globalize" much of their curriculum as they plan their teaching.

Underlying the activities in *Worldways* is a didactic approach that encourages divergent thought and respect for the ideas of others. The teacher's role is that of a leader/facilitator who (1) raises questions to provoke thought and to develop higher-order thinking skills such as analysis, application, synthesis, and evaluation; and (2) aids students in obtaining the information or resources needed to accomplish their goals. Active "hands-on" experiences are encouraged whenever possible, because they heighten student involvement and foster retention of concepts learned.

Dealing With Divergent Viewpoints

Divergent viewpoints, of course, are inherent in the study of the social sciences. The discussion of these varying viewpoints in the classroom may cause concern to some people. However, to preserve and safeguard the liberties of democratic societies in an increasingly complex world, it is necessary to educate youth in the history, customs, and cultures of all who share this globe and to foster their critical thinking. By comparison and contrast students can better understand the full measure of what their own society affords them. They can also better understand their role as their nation's next generation of leaders if they begin as youngsters to recognize and adapt to changes in the societies around them.

To prepare for the future, we must look to the past and draw from it, by all means. But what keeps democracies strong and healthy is freedom of thought and expression, openness to new ideas, and the encouragement of both creative and critical thought.

Global education is an approach to learning that encourages openness and an awareness of the world and other peoples around us. It offers a global perspective—a view of one's own nation within a global context, of one's own nation as it relates to and is affected by others. The world changes daily and with increasing rapidity and depth. By becoming aware of these changes and their implications citizens in democracies can protect their freedom and the fruits of their liberties.

Moreover, the successful development of a global perspective demands rigor as well as balance in presentation. Academic responsibility requires that issues be examined thoroughly and in such a way as to encourage the greatest understanding and intellectual development of students according to their maturational levels and abilities.

Emotional issues such as those regarding historical or present-day conflicts among nations, peoples, or groups, must be dealt with in as balanced a manner as possible, with all major positions represented fairly. To do this successfully, a teacher must select carefully the materials from which he or she will draw information; biases or positions of the source organizations or supporting groups must be taken into account and clarified.

In order to formulate an appropriate approach to any subject that might be of a sensitive nature to students, parents, or community members, teachers may find it helpful to discuss their plans beforehand with their principal or curriculum director. It can also be helpful at parents' meetings or at "back to school" nights at the beginning of the year to mention that certain topics will be covered and to invite parents to share any resources they may have that are applicable to the discussion of these topics.

Some degree of controversy may be acceptable and even desirable in certain circumstances, but too much may defeat the intended purpose of the activity. (Activities that might be potentially sensitive are designated with the symbol PS.)

Likewise, since it has been found that children commonly tend to stereotype others as they try to assimilate a great deal of data about other cultures, teachers must endeavor to dispel students' existing stereotypes as well as prevent the formation of new ones. "A teacher who stresses the relationship between peoples rather than exotic facts about

them may make stereotyping unnecessary," writes Judith Torney-Purta.[33] Noting similarities among cultures, including their own, helps students to avoid stereotyping.

By emphasizing the commonalities among all people and underscoring the integral role of humans in the ecosystem, the activities in *Worldways* will help to stimulate discussion and analysis of commonly held notions that inhibit acceptance of others. Their purpose is to bring young people toward a deeper understanding of, and respect for, the dignity of all humankind.

Because of the experience and commitment of the authors, it is their hope that these activities and resources will provide an impetus for teachers to develop their own ideas on global education, thus enriching the art, and enhancing the pleasure, of teaching.

USING THIS BOOK

MAKING IT HAPPEN

Worldways: Bringing the World into the Classroom provides a broad-based rationale for teaching with a global perspective. It offers a wide range of learning activities encompassing most areas of the curriculum and providing an approach for developing global awareness at the upper elementary to lower secondary levels.

The model on page 14, with explanatory marginal notes, can serve as a guide to using *Worldways* activities. The activities are randomly ordered so that the teacher may group them or fit them into his or her program as needed. A Year's Planning Sheet can be found on page 137 to assist with scheduling activities for the year. Blackline masters required for selected activities begin on page 111 and may be duplicated for classroom use.

Activities can and should be adapted to meet the interests and capabilities of the students who will be doing them. They have therefore been designed as teacher guides rather than as explicit lesson plans. Teachers are encouraged first to review the resources listed for each activity, modify lead-in questions and the activity itself to suit students' needs, copy the blackline masters when applicable, and then get the students going and go with them.

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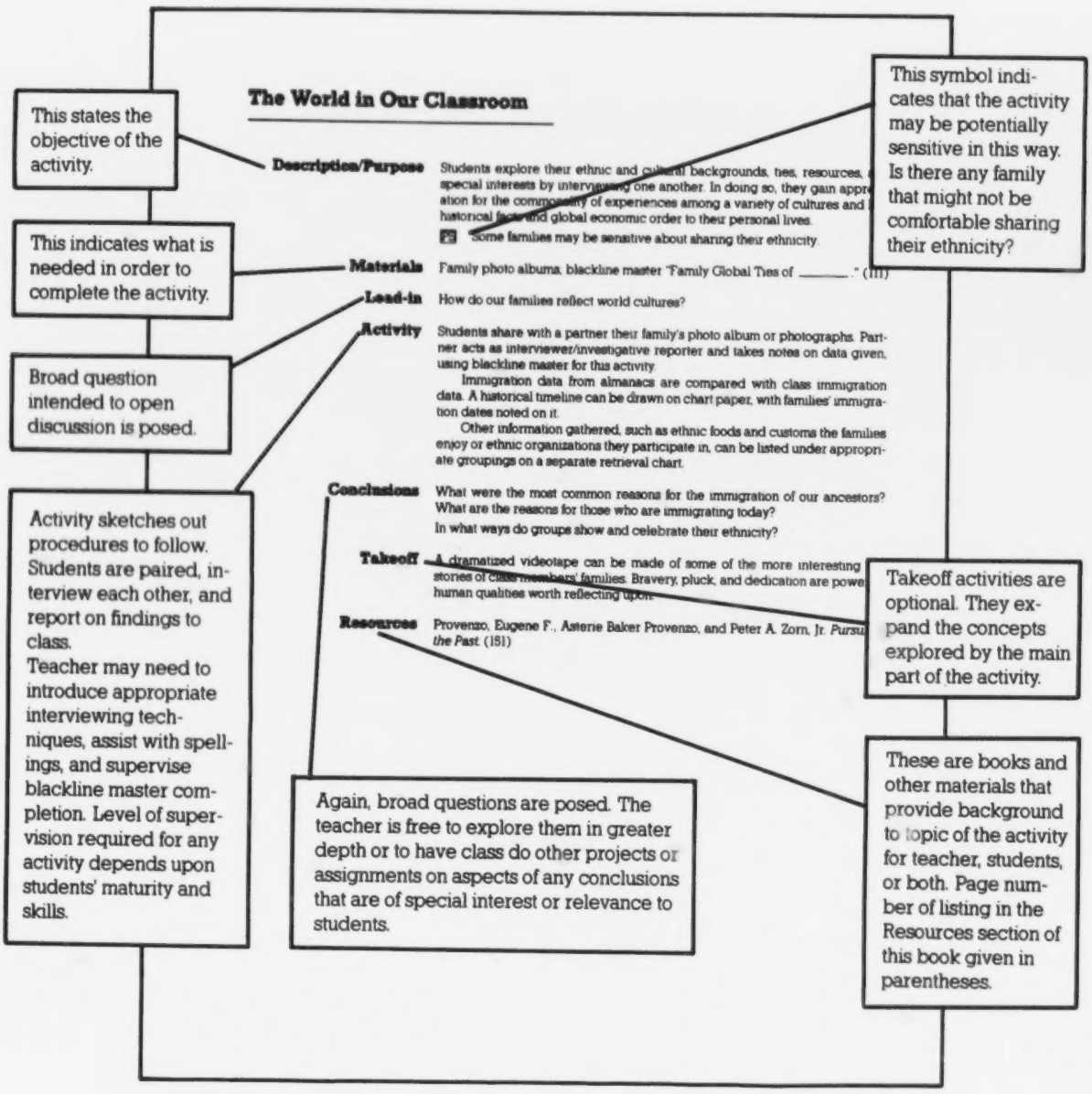
The activities are designed to use as few materials as possible and then only those most readily available in schools or easily attained elsewhere. Time allotments for the activities have not been indicated, because that will depend both on scheduling constraints and on the capabilities and enthusiasm of those involved.

A few activities (student-designed games in particular) are purposely skeletal so that students can create them as they wish. This, we have found, can heighten their interest and involvement. If it is more


This states the objective of the activity.
This indicates what is needed in order to complete the activity.
Broad question intended to open discussion is posed.
Activity sketches out procedures to follow. Students are paired, interview each other, and report on findings to class.
Teacher may need to introduce appropriate interviewing techniques, assist with spellings, and supervise blackline master completion. Level of supervision required for any activity depends upon students' maturity and skills.
The World in Our Classroom
Description/Purpose
Students explore their ethnic and cultural backgrounds, ties, resources, special interests by interviewing one another. In doing so, they gain appreciation for the commonality of experiences among a variety of cultures and historical facts and global economic order to their personal lives.
Some families may be sensitive about sharing their ethnicity.
Materials
Family photo albums, blackline master "Family Global Ties of _____." (111)
Lead-in
How do our families reflect world cultures?
Activity
Students share with a partner their family's photo album or photographs. Partner acts as interviewer/investigative reporter and takes notes on data given, using blackline master for this activity.
Immigration data from almanacs are compared with class immigration data. A historical timeline can be drawn on chart paper, with families' immigration dates noted on it.
Other information gathered, such as ethnic foods and customs the families enjoy or ethnic organizations they participate in, can be listed under appropriate groupings on a separate retrieval chart.
Conclusions
What were the most common reasons for the immigration of our ancestors? What are the reasons for those who are immigrating today?
In what ways do groups show and celebrate their ethnicity?
Takeoff
A dramatized videotape can be made of some of the more interesting stories of class members' families. Bravery, pluck, and dedication are powe human qualities worth reflecting upon.
Resources
Provenzo, Eugene F., Asterie Baker Provenzo, and Peter A. Zorn, Jr. Pursu the Past. (151)
This symbol indicates that the activity may be potentially sensitive in this way. Is there any family that might not be comfortable sharing their ethnicity?
Takeoff activities are optional. They expand the concepts explored by the main part of the activity.
These are books and other materials that provide background to topic of the activity for teacher, students, or both. Page number of listing in the Resources section of this book given in parentheses.
Again, broad questions are posed. The teacher is free to explore them in greater depth or to have class do other projects or assignments on aspects of any conclusions that are of special interest or relevance to students.

expedient, however, the teacher can design the missing elements or have a small committee of students design them.

In some instances, activities can be linked and presented as units to integrate the emphases of various school departments.

Students may be more interested in takeoff activities than in the main activity, or individual students may want to pursue them as projects on their own. Some aspects of certain activities may be beyond or below the level of a particular group of students. For younger students, some lead-in questions may need simplification; for older students, they may need additional, in-depth amplification. The teacher is encouraged to adapt activities freely to reflect his or her own teaching style, to incorporate other current curriculum, and to respond to students' specific interests and skills.

Because of their emphasis on worldwide cultures, many activities are useful in the teaching of foreign languages or of English as a second language. These activities are designated FLS or ESL, respectively. Most activities can also be used in classes for the gifted and talented, since they stimulate growth of higher order thinking skills.

The activities are intended not as an outline for a global education curriculum but rather as a varied sampling of learning experiences that focus on a diverse range of subject matter while encouraging the development of a global perspective in learning. They are intended to stimulate the creative thinking of their teacher-users.

Worldways activities offer guidelines for teaching in much the same way that recipes offer guidelines for cooking: first, the desired outcome of the activity is described and the materials needed are listed; next to fire the minds (ideally of both teacher and students) and to open discussion and introduce concepts, purposely broad questions (the lead-ins) are posed; then, suggested procedures for preparing and carrying out the lesson are given; takeoff activities are offered to accompany and enhance the basic learning; then finally, concluding questions help the learners absorb the concepts, and resources are offered as supplements to the teaching guidelines. Experienced teachers, like experienced cooks, can take advantage of the latitude afforded by this format to incorporate personal techniques and use their own creativity.

Worldways "recipes" offer a balanced fare of global learning. Several charts are included in the appendix showing the correlation of the activities to (1) the recommendations of the National Council for the Social Studies' Position Statement on Global Education (Appendix 4), (2) the development of critical thinking skills based on the principles of Bloom's *Taxonomy of Educational Objectives* (Appendix 2), and (3) a wide range of curricular disciplines (Appendix 6).

The third major part of *Worldways* is the *Resources* section, describing hundreds of books, periodicals, curriculum materials, and organizations useful to those interested in developing global learning experiences for their students. Many of these resources are listed at the end of the individual activities to which they are particularly relevant (with Resource section page numbers given in parentheses for easy reference). All information is current at the time of publication, but it is subject to change; the authors apologize in advance for any inconvenience due to inaccuracies. Further, most books listed are currently still in print; those that are not may be available in local libraries or from sources of second-hand books.

In addition to the correlation charts, the Appendix contains several aids necessary and useful for activities, including a calendar of national days for the world, reprints of the US Declaration of Independence, the US Constitution, the UN Universal Declaration of Human Rights, the UN Declaration of the Rights of the Child, and a listing of the tourist offices and embassies or consulates of most of the nations of the world.

NOTES

1. John Chapman et al., "A Position Statement on Global Education," *Social Education* (January 1982), pp. 36–38.
2. H. Thomas Collins and Sally Banks Zakariya, *Getting Started in Global Education—A Primer for Principals and Teachers* (Arlington, VA: National Association of Elementary School Principals, 1982), p. 3.
3. *Global Education: A Personal Experience* (Arlington, VA: American Association of School Administrators, 1982), p. 9.
4. Edmund O'Connor, *World Studies in the European Classroom* (Strasbourg, France: Council of Europe, Council for Cultural Cooperation, 1980).
5. "Critical Needs in International Education: Recommendations for Action," A Report to the Secretary of Education by the National Advisory Board on International Education Programs, James B. Holderman, Chairman (Washington, DC: December 1983), p. 2.
6. T. H. Bell, "At the Global Crossroads: Educating Americans for Responsible Choices" (Keynote Address Delivered to "Global Crossroads: Educating Americans for Responsible Choices," A National Assembly, Shoreham Hotel, Washington, DC, May 17, 1984, sponsored by the National Assembly Secretariat, Global Perspectives in Education, Inc.).
7. "Critical Needs in International Education: Recommendations for Action," a Report to the Secretary of Education by the National Advisory Board on International Education Programs, December 1983, James B. Holderman, Chairman (President, University of South Carolina) as delivered at the May 17–19, 1984 national assembly, "Global Crossroads: Educating Americans for Responsible Choices." (Available from the National Assembly Secretariat, Global Perspectives in Education, Inc., 218 East 18th Street, New York, NY 10003.)
8. "Global Crossroads: Which Way to the 21st Century?," by Soedjatmoko (Rector, United Nations University), as delivered at the May 17–19, 1984 national assembly, "Global Crossroads: Educating Americans for Responsible Choices." (Available from the National Assembly Secretariat, Global Perspectives in Education, Inc., 218 East 18th Street, New York, NY 10003.)
9. Humphrey Tonkin and Jane Edwards, "A World of Inter-Connections," *Phi Delta Kappan*, June 1981, pp. 695–98.
10. James A Perkins, *Strength Through Wisdom: A Critique of U.S. Capability*, A Report to the President From the President's Commission On Foreign Language and International Studies (Washington, DC: Superintendent of Documents, US Government Printing Office, 1979), pp. 1–11.
11. *A Survey of Global Understanding—Final Report*, Educational Testing Service Survey (New Rochelle, NY: Change Magazine Press, 1981).
12. Lee Anderson, "The Century of the J-Curve," *Our World*, American Field Service International/Intercultural Programs (November 1977), pp. 13–17.
13. Gerald Grand and John Briggs, "Today's Children Are Different," *Educational Leadership* (March 1983), pp. 4–9.
14. James Mackey and Deborah Appleman, "The Growth of Adolescent Apathy," *Educational Leadership* (March 1983), pp. 30–33.

15. Daniel Offer, Erik Ostrow, and Kenneth I. Howard, *Adolescence: A Psychological Self-Portrait* (New York: Basic Books, 1981).

16. Neil Postman, *The Disappearance of Childhood* (New York: Delacorte Press, 1982).

17. David Elkind, *The Hurried Child* (Reading, MA: Addison-Wesley Publishing Company, 1981).

18. Jean Dickinson, "Children Must Cope With Nuclear Threat," *Contra Costa Times*, May 9, 1983, p. 1.

19. James. P. Comer, "Young Suicides," *Parents*, August 1982, p. 88.

20. Herbert Hendin, *Suicide in America* (New York: W. W. Norton and Company 1982), p. 29.

21. C. R. Pfeffer, et al., "Suicidal Behavior in Latency Age Psychiatric Inpatients: A Replication and Cross Validation," *Journal of the American Academy of Child Psychiatry* 21 (1982), pp. 564–69.

22. Natalie Gittelson, "The Fear That Haunts Our Children," *McCall's*, May 1982, p. 77.

23. William Beardslee, John Mack, et al., *Psychosocial Aspects of Nuclear Developments*, Report of the Task Force on Psychosocial Aspects of Nuclear Developments of the American Psychiatric Association, Rita R. Rogers, M.D., Chairperson (Washington, DC: American Psychiatric Association, 1981).

24. Nathan Isaacs, *A Brief Introduction to Piaget* (New York: Schocken Books, 1974).

25. Richard C. Remy, et al., *International Learning and International Education in a Global Age*, National Council for the Social Studies, Bulletin 47 (Washington, DC: 1975).

26. John Goodlad, *A Place Called School—Prospects for the Future* (New York: McGraw-Hill Book Company, 1984), p. 335.

27. Ibid, p. 242.

28. Richard deCharmes, *Enhancing Motivation* (New York: Irvington Publishers, 1976), p. 9.

29. Alfred S. Alschuler, *Developing Achievement Motivation in Adolescents* (Englewood Cliffs, NJ: Educational Technical Publications, 1973), p. 44.

30. Kenneth Tye, "School Climate and the Development of a Global Perspective," Paper Written for the Center for Global Perspectives of the New York Friends Group, Inc. (New York: Global Perspectives in Education, Inc., 1976), p. 3.

31. Charlotte C. Anderson, "Human Rights in Elementary and Middle Schools," in *International Human Rights, Society, and the Schools*, ed. Margaret Stimmann Branson and Judith Torney-Purta (Washington, DC: National Council for the Social Studies, 1982), p. 49.

32. Robert Woyach, "The Changing Image of World Affairs and the Role of Citizen: Local Communities and Global Education" (Paper Delivered at the Working Conference on Using the Local Community in Global Education, Mershon Center, Ohio State University, Columbus, OH, May 1983), p. 24.

33. op. cit. Ch. 4, "Human Rights in Elementary and Middle Schools" by Charlotte C. Anderson. p. 57.

ACTIVITIES

An essential characteristic of a civilization worthy of the name is the sense of and respect for the dignity of the human person.

JACQUES MARITAIN

The World in Our Classroom

Description/Purpose Students explore their ethnic and cultural backgrounds, ties, resources, and special interests by interviewing one another. In doing so, they gain appreciation for the commonality of experiences among a variety of cultures and link historical facts and global economic order to their personal lives.

PS Some families may be sensitive about sharing their ethnicity.

Materials Family photo albums; blackline master "Family Global Ties of _____." (111)

Lead-in How do our families reflect world cultures?

Activity Students share with a partner their family's photo album or photographs. Partner acts as interviewer/investigative reporter and takes notes on data given, using blackline master for this activity.

Immigration data from almanacs are compared with class immigration data. A historical timeline can be drawn on chart paper, with families' immigration dates noted on it.

Other information gathered, such as ethnic foods and customs the families enjoy or ethnic organizations they participate in, can be listed under appropriate groupings on a separate retrieval chart.

Conclusions What were the most common reasons for the immigration of our ancestors? What are the reasons for those who are immigrating today?

In what ways do groups show and celebrate their ethnicity?

Takeoff A dramatized videotape can be made of some of the more interesting life stories of class members' families. Bravery, pluck, and dedication are powerful human qualities worth reflecting upon.

Resources Provenzo, Eugene F., Asterie Baker Provenzo, and Peter A. Zorn, Jr. *Pursuing the Past.* (151)

A Piece of Cake

Description/Purpose Food is allocated to students in the same proportion as resources are distributed among the nations of the world. Mathematical computation skills are developed, and an appreciation of the linkages between social, political, and ecological realities and alternative futures is gained.

Materials Food that can be easily divided (a cake, peanuts, crackers, or cookies work well), napkins, a knife

Lead-in Why do some people, and some countries, have more or less than others?

Activity Class researches the allocation of natural resources or the distribution of wealth among the nations of the world. Data are compiled into a circle graph. The names of the nations graphed and their percentage of the allocation are written on small pieces of paper, which are folded and put into a box. Students then in turn take a paper and receive their designated proportion of the cake or food to be distributed. After discussion, they eat their allocation.

Conclusions How does it feel to have the least? How does it feel to have the most, knowing how little others have?

What factors influence the allocation of resources or wealth? What factors can change these allocations?

What, if anything, can we as citizens of the world do to influence positive change?

Takeoff Students can gather statistics on density of population, then proportionately "populate" a designated area of the classroom by standing within certain boundaries.

Resources Almanacs, encyclopedias

LaRaus, R., and R. Remy. *Citizenship Decision Making—Skill Activities and Materials.* (149)

Governing Humankind

Description/Purpose Students compare the kinds of governments that exist throughout the world; they make a comparative analysis of other governmental forms and the US Constitution. Students develop reading, writing, and reference skills. An appreciation of the linkages between political entities is gained.

Materials Encyclopedias and other reference materials

Lead-in How are governments formed?

What are some historical models used to constitute governments or to formulate governmental changes in the world today?

Activity Using encyclopedias, students research a variety of governmental structures, such as the Magna Carta and parliamentary law of Britain; the Republics, Napoleonic Code, and Assembly of France; the Diet of Japan; the Constitution and Congress of the United States; and the Althing of Iceland. They then compare the governmental structures of several more recently formed nations to these models and note the similarities and differences.

Culmination: The class creates a fictitious new country and develops governmental form for it. This can be an activity for an individual, a group, or the whole class.

Conclusions What are the advantages and disadvantages of various forms of government?

Takeoff If the school does not have a constitution and a policy-making body for students, the class can devise them. If the school does have a constitution, the class can evaluate it.

Resources Almanacs, encyclopedias

Books about individual countries, such as the Franklin Watts *We Live in* _____ books for Australia, Britain, China, Denmark, France, India, Israel, Italy, New Zealand, and Spain. (186)

Countries of the World and Their Leaders Yearbook. Gale Research. (171)

Culturegrams. Brigham Young University. (172)

Handbook of the Nations. National Foreign Assessment Center. (175)

Cross-Cultural Space Colony

Description/Purpose A community is structured to meet basic human needs while preserving cultural integrity. Students gain awareness of humankind as an integral part of the environment, practice their computational skills, and develop planning skills.

Materials Art supplies for drawing or modeling; atlases

Lead-in What must people have to live? What skills must they have to live together?

How does this change if their settlement is isolated?

How does a settlement become a community?

How might people's attitudes be affected by living away from Earth, after a short period and after many years?

Activity The students, working individually, in groups, or as a whole class, design, draw, or model an extraterrestrial colony to be located in space or on another planet. The inhabitants of this colony will be representatives (perhaps 1 percent of the population) of each of the six populated continents on Earth (Africa, Asia, Australia, Europe, North America and South America). In planning the settlement students should consider transportation to, from, and within the colony; the development of structures and dwellings; and provisions for climate and gravity control, food production, government, trade, manufacturing, recreation, and communication.

Students can compute distances to be traveled and areas required for different structures, and develop architectural plans.

All provisions for the colonists' needs should allow for the cultural differences among them.

Culmination: The class labels and displays colonies for others (parents, other classes) to see. A local journalist can be invited to interview students about their projects, or students can photograph and write a press release about the project for submission to a local paper.

Conclusions What are the most difficult problems colonists might encounter? How might population increases affect the colony?

Takeoff Students can write to NASA (National Aeronautics and Space Administration, 400 Maryland Ave., SW, Washington, DC 20546) to find out about space colonization technology dealing with food, life support systems, and facilities.

Students can read John Christopher's *Pool of Fire* about a moon colony.

The class can write an issue of a regional magazine for the extraterrestrial colonists.

Resources Abrams, Kathleen and Laurence. *One Hundred Years From Now.* (167)

Ardley, Neil. *Fact or Fantasy.* (168)

Ardley, Neil. *Our Future Needs.* (168)

Branley, Franklin. *Space Colony: Frontier of the Twenty-First Century.* (169)

Christopher, John. *Pool of Fire.*

Culturegrams. Brigham Young University. (172)

Golden, Frederic. *Colonies in Space: The Next Giant Step.* (174)

Kerrod, Robin. *The World of Tomorrow.* (178)

Knight, David C. *Robotics: Past, Present and Future.* (178)

National Aeronautics and Space Administration

The Message of Folktales

Description/Purpose The universality of folktales is realized through dramatization of tales that exemplify various transnational, cross-cultural themes. Reading, writing, and oral language skills are developed. (ESL)*

Materials Folktale books; supplies for making scenery, puppets, costumes, and so on, as needed; blackline master "The World of Folktales" (112)

Lead-in How are cultural values transmitted to younger generations? How do these values differ among various cultures?

What folktales (including fairy tales) are known to most children in your country? What are their "messages"?

Activity Choose and read to the class several folktales representative of various themes and countries (see resources listed below). Have individual students review folk literature and select one folktale to read to a younger group of students or to another class. (It may be helpful if students rehearse first.)

With class, review themes of all folktales read thus far. (Use the classification chart on the blackline master for this activity.)

Divide the class into groups to dramatize (through live acting, puppetry, or shadow plays) folktales representative of different cultures or of specific themes. These dramas may be videotaped and shown to other groups. (ESL)

Conclusions How do reward and punishment differ in the folktales of various cultures?

What characteristics do heroes have in common in the folktales of all cultures? Which characteristics are specific to a particular culture?

Takeoff Class can write a book of folktales of their own. (ESL)

Students can make a rebus of their favorite folktale to share with the class. (ESL)

Students can modernize a favorite folktale or fairy tale.

Resources Abraham, Roger. *Message of Folktales.* (167)

Aleichem, Sholom. *Old Country Tales.* (167)

And Everywhere, Children: An International Story Festival: Literature Committee of the Association for Childhood Education International. (167)

Baker, Augusta, and Ellen Greene. *Storytelling: Art and Technique.* (168)

Bauer, Carolyn Feller. *Handbook for Storytellers.* (168)

Clarkson, Atelia, and Gilbert B. Cross. *World Folktales: A Scribner Resource Collection.* (171)

Dramatized Folktales of the World: A Collection of Fifty One-Act Plays. Plays, Inc. (177)

Korty, Carol. *Plays from African Folktales: With Ideas for Acting, Dance, Costumes, and Music.* (178)

MacDonald, Margaret Read. *The Storyteller's Sourcebook: A Subject, Title, and Motif Index to Folklore Collections For Children.* (180)

MacGregor, Carol. *The Fairy Tale Cookbook.* (180)

Sharinan, G. *Folk Literature and Children.*

Vuong, Lynette Dyer. *The Brocaded Slipper and Other Vietnamese Tales.* (186)

*As noted in the overview, activities that are useful in teaching English as a second language are designated ESL.

Mechanical Connections

Description/Purpose Simple and compound machines are explored with a view toward their universality, their international origins, and the interdependence of their producers for manufacturing resources. Skills in science (physics), reference, reading, social studies (geography), and art are emphasized.

Materials Household gadgets and tools; films, books on simple machines and inventions; atlases

Lead-in Why do people use machines?

How can machines be classified?

What are some of the machines we use every day (such as those used for transportation, food preparation, entertainment, and so on)?

Are there machines that are used universally?

Activity The class is divided into six groups, and each group collects and researches one type of simple machine—lever, pulley, wheel and axle, screw, inclined plane, or wedge—by gathering information and exemplary household gadgets and tools.

Groups then research historical origins and applications of each type of simple machine and prepare a poster or mural to illustrate their findings.

Next, an example of a compound machine used in daily life (such as a bicycle) can be brought into class and its mechanical principles can be analyzed.

Culmination: Students can then chart (on board through class discussion or individually) the national origins of as many mechanical objects and machines as possible. Classification may be done by continents and countries—for example, Europe: watches (Switzerland), bicycles (Italy), cars (Germany, France, Italy, Sweden, England), and so on. If possible, students may also discuss and chart the origins of raw materials for specific manufactured goods.

Conclusions How would the history of the world be different if one or more of the simple machines had not existed?

How do countries depend upon each other's mechanical technology and natural resources for manufacturing?

Takeoff Class can compile a book of inventors from around the world.

Students can draw maps to note the places of origin of key inventions throughout history.

Each student can design his or her own "mechanical marvel," a compound machine composed of as many simple machines as possible that could be useful to people anywhere in the world for agriculture, energy uses, or manufacturing.

Class can use formulas to compute the mechanical advantages of selected gadgets. (Formulas can be found in encyclopedias, elementary physics texts, and Vicki Cobb's *The Secret Life of Hardware*.)

Class can assess the effects of technology on human beings and on world ecosystems and debate the advantages and disadvantages of technological development.

Students can write to the World Bank (1818 H St., NW, Washington, DC 20433), the International Finance Corporation (same address), or the International Monetary Fund (700 19th St., NW, Washington, DC 20431) for information on the development of technology in third-world countries.

Resources

Burke, James. *Connections.* (170)

Clarke, Donald, ed. *The How It Works Encyclopedia of Great Inventors and Discoveries.* (171)

Cobb, Vicki. *The Secret Life of Hardware.* (171)

Elementary physics texts

Encyclopedias

How Things Are Made. National Geographic Society. (176)

Kaufman, Joe. *How Things Work.*

Papallo, George. *What Makes It Work.*

The Smithsonian Book of Invention. (184)

Weiss, Harvey. *How to be an Inventor.* (186)

Williams, Brian. *Inventions and Discoveries.*

Young Humans' Rights

Description/Purpose Students write their own declarations of rights for children and youth around the world. In doing so, they develop their writing skills and a sense of their special position in global affairs.

Materials Writing materials; UN documents Declaration of the Rights of the Child and Universal Declaration of Human Rights (see appendix 10 and 11.)

Lead-in What basic rights should everyone have?

What documents address people's rights in your country and throughout the world?

Activity Each student writes his or her own declaration of the rights of children or of youth. Class members share their writings and through discussion reach a consensus on a class declaration, which can then be drafted and compared with the UN declarations.

Conclusions How can people's rights be ensured?

What international organizations monitor the securement of human rights? (Mention Amnesty International and the Inter-American Commission on Human Rights.) How do they attempt to influence change when necessary?

Take-off Class members can make posters or murals to illustrate the UN rights declarations and display them in the classroom or school library.

As a long-term study, each student can choose four or five countries and obtain from their national government or foreign office a copy in English of their citizens' rights manifestoes. These documents may be compared with each other, with similar documents of your country, and with the UN declarations.

Resources Amnesty International (159)

Fincher, E. B. *The Bill of Rights.* (173)

Fisher, Aileen, and Olive Rabe. *Human Rights Day.* (173)

Loescher, Gil, and Ann Loescher. *Human Rights: A Global Crisis.* (179)

Power, Jonathan. *Amnesty International: The Human Rights Story.* (182)

Snyder, Gerald. *Human Rights.* (184)

Spier, Peter. *People.* (184)

UN Chronicle. (157)

Note: This activity may be done in conjunction with "Future Forecast" (p. 47).

World of Word Magic

Description/Purpose Students collect and memorize children's poetry from different countries to include in a personal poetry handbook, complementing the verse with their own illustrations and their exemplary handwriting. Reading, literary appreciation, handwriting and artistic skills are developed.

Materials Paper; pencils, or pens; basic bookbinding materials such as tagboard for covers, cloth or adhesive contact paper for covering coverboards, cloth tape for backing, stapler for binding pages

Lead-in This is a long-term poetry and handwriting activity in which students focus on poetry from different countries around the world each week or month throughout the school year.

Activity Each student selects a children's poem from an international collection and copies it in his or her best handwriting for inclusion in a personal poetry handbook to be bound at year's end. This is to be done each week or month on a regular basis throughout the year to reflect students' growth. Poems may be illustrated by the students. Favorite selections can be memorized, if desired. Choral readings or poetry programs may follow. Older students may wish to present their collections to younger friends or fellow students, or the books can be given to the school library.

Conclusions What elements made these poems so special? Were they especially descriptive or humorous, for example, or concerned with favorite subject matter?

Takeoff In a class discussion, students' favorite poems are grouped according to the feelings they evoke.

Students can write their own poems about the world of poetry in their books.

Resources Cendrars, Blaise. *Shadow.* (170)

Cosman, Anna. *How to Read and Write Poetry.* (171)

Lewis, Richard, ed. *Miracles: Poems by Children of the English-Speaking World.* (179)

Lueder, Edward, and Primus St. John, eds. *Zero Makes Me Hungry; A Collection of Poems for Today* (179)

Mizumura, Kazue. *Flower Moon Snow: A Book of Haiku.* (180)

The World in Our Town

Description/Purpose Students compile a guide for use by visitors and new residents featuring community attractions with an international emphasis. Reading, writing, and study/reference skills are developed.

Materials Paper; pencils, paints or crayons; duplicating materials

Lead-in What is special about our town or city? What special people, places, and activities are here that we should bring to the attention of visitors from other parts of the world?

Activity The class compiles a list of places, people, and events that are unique to their local area and that might be of interest to visitors, especially those from other countries. Students may refer to local telephone directories to find fraternal and brotherhood organizations, groups offering instruction in foreign language and English as a second language, ethnic and cultural centers, immigration resource organizations, foreign press and entertainment, and foreign consulates and chambers of commerce (who may provide additional information on special events), as well as specialty shops and restaurants featuring foreign foods and merchandise. Students may need to telephone for details when necessary. Next, class members research and write brief descriptions of each of the listed items, highlighting any links to other countries.

Culmination: Students edit and publish (duplicate or photocopy in a limited run) their descriptions as a brochure for visiting families. Points of interest may be illustrated where appropriate. Students may then offer the brochure to district schools or a local chamber of commerce to print and make available to new families in the area.

Conclusions How is our community entwined with individuals and groups from foreign countries?

How is our dependence upon other nations manifested locally?

How could certain kinds of restrictions (trade, travel, immigration) affect us? (Examples from the past as well as hypothetical possibilities appropriate to the local region can be specified and discussed.)

Takeoff Class members design and make for the school library a board game modeled after a television quiz game (such as Jeopardy, Concentration, or Password) to encourage community awareness of local links to other countries and cultures.

Resources Chamber of commerce

Local library

Local telephone directory

Wynar, Lubomyr. *Encyclopedic Directory of Ethnic Associations.* (187)

A Common Thread

Description/Purpose The origins of fabrics and fibers throughout the world are studied, and simple weaving is examined, to see the multicultural commonalities in interlacement patterns.

Materials Fabric and fiber samples; magnifying glass or microscope, cardboard, yarn and other weaving paraphenalia; blackline master "A Common Thread" (113)

Lead-in Where do fibers come from? How are they used?

Activity Students look at their own and schoolmates' clothes to determine the country of origin and fiber content. They then use colored flags or pushpins to indicate on a world map where the garments come from as well as the origin of the fibers from which they are made. They can also draw a graph to connect countries of origin with types of fibers.

Next, clothing materials and other samples of fabric (especially ethnic weavings, if available) can be examined with a microscope or magnifying glass to see how threads are interlaced. Students can draw examples of interlacements to show differences and similarities.

By experimenting with the interlacements they have discovered or by using the directions given on the blackline master for this activity, each student can warp and weave a small cloth sample using heavy thread, string, or yarn of natural fibers. (Carpet warp, cotton string, jute, linen, or wool yarn all work well.)

Culmination: The samples are joined together to make a class wall hanging that illustrates the diversity of fiber interlacements and their commonality among all cultures.

Conclusions What common characteristics among fibers and weaving can be seen in the class wall hanging?

Takeoff Dyeing techniques may be explored and sources of dyes related to distinctions among ecosystems.

The class or teacher may wish to contact local weaving guilds or suppliers of weaving, spinning, dyeing, and basketry materials for names of persons who might visit the class to demonstrate their crafts and share their collections.

Resources

Gilbreath, Alice Thompson. *Fun With Weaving.* (174)

Goodman, Deborah Lorme. *The Magic Shuttle.* (175)

Green, Jennifer. *The Self-Sufficient Weaver.* (175)

Handweavers Guild of America. (162)

Houck, Carter, *Warm as Wool, Cool as Cotton.* (176)

Lasky, Kathryn. *The Weaver's Gift.* (179)

The New Encyclopedia of Textiles. The editors of American Fabrics and Fashions Magazine. (181)

Rubenstone, Jessie. *Weaving for Beginners.* (183)

Wingate, Isabel. *Textile Fabrics and Their Selection.* (187)

World Conservation Organizations Directory

Description/Purpose Students compile and use a directory of world organizations involved with conservation issues and projects. Organizational, writing, and reference and study skills are gained.

Materials Fluid duplicating supplies (if needed) for publication of the directory

Lead-in What is happening in various areas of conservation around the world?

What activities are conducted by various conservation groups?

How are governments involved?

Activity Class members gather information for a World Conservation Organizations Directory for possible dissemination to interested groups, schools, and so on. Individuals or groups of students research school and local libraries and write to domestic and international conservation organizations for further information in order to write complete entries.

Culmination: Whole class compiles a World Conservation Directory, a listing of organizations by area of focus (water, energy, animals, sea life, and so on). Directory should include organizations' names, addresses, membership figures, principal purposes, recent activities, and any special areas of concern. Each entry should conclude with a description of how students and others can become involved if they wish. Finally, the class explores how they can promote a local focus on needed conservation measures.

Conclusions What are the major accomplishments of some of these organizations? What obstacles must such organizations overcome to effect change?

Takeoff Class selects one of the organizations and actively begins work in some (perhaps locally) supportive way.

Resources *Conservation Directory.* National Wildlife Federation. (171)

Ethridge, James M., ed. *Directory of Directories.* (173)

Encyclopedia of Associations. Gale Research Co. (173)

Miles, Betty. *Save the Earth: An Ecology Handbook for Kids.* (180)

Ward, Barbara. *Progress for a Small Planet.* (186)

International Revue

Description/Purpose The world of song and dance, both folk and modern, is explored. Skills are enhanced in music, singing, dancing, listening, and speaking. (ESL)

Materials Records and tape recordings of folk and popular music from several countries

Lead-in What is a folk song or dance? What distinguishes it from so-called popular music and dance?

What are some of the best known folk and popular songs and dances of your country? What themes can be found in them? What about those of other countries?

Activity Class members sing and dance one or more well-known folk songs and dances from their country. As groups, they can also learn those of other countries, and they can teach them to students from other classes.

Culmination: Students practice and perform for parents and/or other classes an "International Revue," a variety show featuring songs and dances from countries around the world. The program may be divided into two halves, the first to feature traditional folk music and dance, the second to reflect modern themes in popular music.

Conclusions Many commonalities can be found among all the songs and dances studied. Some are musical commonalities, such as tempo, rhythm, harmony, and instrumentation. What are some others?

Takeoff Tape-record some of your country's folk songs, or videotape the International Revue to exchange with a school with which the class corresponds.

Organize and stage a folk pageant for the school district or community or for several schools.

Resources

Anderson, Lydia. *Folk Dancing: A First Book.* (167)

Casey, Betty. *International Folk Dancing U.S.A.* (170)

Hammond, Mildred. *Square Dancing Is for Me.* (175)

Harrold, Robert. *Folk Costumes of the World.* (175)

Ichper Book of Worldwide Games and Dances. Aahper Publications. (177)

Price, Christine. *Dance on the Dusty Earth.* (182)

Cartoon Commentaries

Description/Purpose Political cartoons from around the world are gathered, discussed, editorialized, and evaluated for their impact.

Materials Paper, pencils, and art materials; domestic and foreign newspapers and periodicals

Lead-in What kinds of cartoons are there?

What purposes do cartoons serve? What impact do they have and on whom?

Activity The class starts a cartoon bulletin board, featuring individual political cartoons or cartoon strips that they find in newspapers and periodicals, both domestic and foreign. They arrange the cartoons in groups according to focus: local, national, and international. As time permits, specific issues are selected for round-table discussions. Students may also bring in columns or editorials expressing opinions on international issues so that they can be discussed too.

Culmination: Each student selects a cartoon and writes an editorial about it, either supporting or refuting the cartoonist's viewpoint. Students then share their editorials with the class. Some editorials might be selected for submission to the "Letters to the Editor" column of a local paper.

As a group, the class selects from their articles those that have the greatest impact on world affairs for inclusion in a publication for schoolmates, family, and friends.

Conclusions What is the value of political cartoons?

How effective are they as compared with written articles?

Takeoff Younger students will be interested to see which cartoons they can "read" and why.

Students can draw their own political cartoons or cartoon strips. These can be featured in a mimeographed comic magazine or the school newspaper or on a bulletin board.

Students can interview a political cartoonist or editorial page editor to learn how he or she gets ideas.

Resources Benjamin, Carol Lea. *Cartooning for Kids.* (169)

Caket, Colin. *Drawing Cartoons.* (170)

A Cartoon History of U.S. Foreign Policy 1776–1976. Foreign Policy Association. (170)

Tower, Samuel A. *Cartoons and Lampoons: The Art of Political Satire.* (185)

World Press magazine (157)

Note: This activity can be done in conjunction with "News Reviews" (p. 95).

Data Dig

Description/Purpose Global data are used as the basis for student-made games. Critical thinking skills, particularly involving the synthesis of ideas, are developed as well as study/reference skills and art and writing skills.

Materials Supplies for making board games: cardboard, paint, index cards, felt pens, paper, and pencils

Lead-in What knowledge do you and your friends have of other countries?

What things would you most like to know about other countries and their people?

Activity Students use the almanac or other reference books to discover facts and data about global affairs—for example, world sports records, lists of endangered species, weights and measures used around the world, worldwide headline events, famous people, scientific discoveries and inventions, and so on. From these bodies of information (or databases) they devise questions for self-designed board games similar to popular commercial games like "Go to the Head of the Class," "Concentration," or "Jeopardy" or for question-and-answer-type games like "Categories," Botticelli, and Twenty Questions.

Culmination: Students play one another's games. Games may also be given as gifts to celebrate national holidays of your (or another) country.

Conclusions Is there certain data about other countries that cannot be accessed from books? If so, what other information would you like to know and how might you gather it if any way were possible?

Takeoff Students' games can be featured at a (rainy day) Game Board Olympics for the students of other classes to enjoy also.

Resources Almanacs

Comparisons. The Diagram Group. (171)

Elwood, Ann, et al. *Macmillan Illustrated Almanac for Kids.* (165)

Grunfeld, Frederic V. *Games of the World.* (175)

Leokum, Arkady. *The Curious Book.* (179)

Parlett, David. *Botticelli and Beyond: Over One Hundred of the World's Best Word Games.* (182)

Wallechinsky, David. *The Complete Book of the Olympics.* (186)

The Way to Play: The Illustrated Encyclopedia of the Games of the World. The Diagram Group. (186)

World Issues Survey

Description/Purpose Class prepares and conducts an opinion poll on current world issues in order to assess the level of public awareness. In doing so, they gain an appreciation of the role of citizen participation in world affairs.

Materials Duplicating materials

Lead-in How well informed about world affairs are the citizens of your community?

How well informed are your fellow students?

Activity Students devise a questionnaire to determine the level of awareness of current events among people in their community and/or school. The following questions should be addressed: To what degree are those questioned aware of the issues? What implications for your country and its citizens are suggested by the issues in the opinion of those questioned? What sources of information are drawn upon to form these opinions? What do interviewees think can be done towards resolving the issues they are aware of, and to what degree are they willing or able to be involved in the matter?

Culmination: The findings of the poll may be reported in the school or community newspaper, or they can simply be copied and sent to those participants who would like to see them.

Conclusions What can be done to increase the awareness of public affairs among citizens of your country?

What media sources are most powerful in shaping public opinion on world affairs?

Takeoff Chart the results of the opinion poll, and summarize the findings with percentages of those polled. Compare figures, if possible, with those of national polls that may be reported in the news media.

Resources Foreign Policy Association *Great Decisions* program. (161)

Weiss, Ann E. *Polls and Surveys: A Look at Public Opinion Research.* (186)

World Concerns and the United Nations: Model Teaching Units for Primary, Secondary and Teacher Education. United Nations. (187)

Frontier Adventure

Description/Purpose Students explore the edges of new frontiers. They gain study and reference skills as well as career awareness while they explore alternative futures.

Materials Writing materials

Lead-in What are some of the discoveries that have changed civilization the most? Students can categorize as many as possible (in medicine, industry, agriculture, geography, and so on) and find out when and why these discoveries occurred.

Activity From the list of categories given above, each student selects an area as his or her own "specialty" and plans a fictitious venture (such as a new discovery or conquest) in this field. (This may be done individually or in groups with common interests.) Students must decide what skills will be needed and how much time the venture might take. They should also consider how the venture will benefit/affect others, what difficulties they may encounter, and how information about the venture can be disseminated throughout the world for the speediest benefit to all.

Culmination: Each student writes a segment for a mock TV science discovery hour describing the background, difficulties, special training, success or failure, and global applications of his or her discovery. Students can dramatize and/or videotape these segments for presentation.

After all have been presented, the class determines which venture(s) would have the greatest global impact, which might be accomplished most easily, and which are most needed.

Conclusions What cultural or economic difficulties might your venture encounter if it were necessary to fund it through the UN? What arguments could you offer in favor of the project? Would its benefits outweigh its drawbacks?

Takeoff Make a user's guide to past inventions or discoveries that have had little or no impact on the world thus far. (An example is the picturephone.)

Students can devise a simulation game involving the exploration of scientific and/or cultural domains through cooperative efforts by participating nations. The expertise and resources necessary, the play action, and a cooperative win should be outlined.

Resources

Greenblatt, Cathy S., and Richard D. Duke. *Gaming-Simulation: Rationale, Design and Applications.* (175)

Grun, Bernard. *The Timetables of History.* (175)

Kerrod, Robin. *The World of Tomorrow.* (178)

Judy, Susan J., and Stephen Judy. *Putting on a Play: A Guide to Writing and Producing Neighborhood Drama.* (177)

Smithsonian Book of Inventions. The Smithsonian Institute. (184)

Taylor, John L., and Rex Walford. *Simulation in the Classroom.* (185)

Williams, Brian. *Inventions and Discoveries.*

How Does Their Garden Grow?

Description/Purpose To explore the concept of ecosystems, students do gardening experiments with staple food plants native to other countries.

Materials Seeds, gardening tools

Lead-in What is a staple food? Do people in all countries have the same ones? Why are there differences?

Activity Students find out what the staple foods are for as many countries as possible. Next, they set up a garden area and prepare soil for cultivation of a variety of staple food crops such as rice, millet, beans, wheat, taro, corn, peanuts, potatoes, and so on.

The class then keeps records of planting procedures, dates, and growth of the plants. Students can interview local nursery personnel or farmers regarding the results obtained from their gardening experiments.

Culmination: Any produce from the students' garden may be used by the class to make foods typical of other countries. Students can dry beans; winnow and grind wheat to make bulgur; shuck, dry, and grind corn to make tortillas; and so on.

Conclusions Did all plants readily grow in the natural soil and climate of your area? If not, why?

In which ecosystems do each of the plants thrive naturally or well? What special provisions would be necessary to ensure their growth in your area?

Takeoff Students can write to the United Nations Food and Agriculture Organization (Via delle Terme di Caracalla, 00100 Rome, Italy) for information on agricultural development projects throughout the world that are aimed at improving crop adaptability and productivity.

Resources Brown, Mark. *Your First Garden.* (170)

Daddona, Mark. *Hoe, Hoe, Hoe.* (172)

George, Jean Craighead. *The Wild, Wild Cookbook: A Guide for Young Wild-Food Foragers.* (174)

What's To Eat: And Other Questions Kids Ask About Food. US Department of Agriculture. (187)

Life Lights

Description/Purpose Cultural literature is used to develop reading skills. (ESL)

Materials Literature from other cultures

Lead-in The literature of other cultures is read with the purpose of finding main ideas, mastering sequencing, and predicting outcomes.

Activity Each day or on a regular basis read brief selections of literature from other cultures to the class, or have students read them. Let students discuss main idea, sequencing, possible outcomes, and so on, as appropriate. While students are gaining reading and critical thinking skills they will also be developing affective understanding of other cultures. A school or local public librarian may be of assistance in selecting pieces having the greatest interest and representing the widest cultural base.

Conclusions How do story structures compare among different cultures?

Takeoff In a group discussion of selected stories, students can be encouraged to experiment with the reshaping of the stories' elements for different effects.

Resources See listings for "The Message of Folktales" (p. 25).

Austin, Mary C. *Promoting World Understanding Through Literature* K-8. (145).

Cultural Festival Calendar

Description/Purpose A calendar of local, national, and international ethnic and cultural festivals is made; celebrations of selected holidays and events are then planned and enjoyed by the class. In addition to developing reference and study skills, students gain reading, writing, and thinking skills (application and synthesis) and an awareness of multicultural interactions and influences.

PS Some families may be sensitive about sharing backgrounds.

Materials Paper, pencils, felt pens, paints, or crayons; large calendar, if available (or made in class)

Lead-in What ethnic backgrounds are represented by members of your class?
In what special ways do your families reflect their ethnic heritage: in foods they eat, cultural activities and events they attend, holidays they celebrate, or other ways?

Activity Class members canvass family, friends, and neighbors for details about special ethnic activities in which they participate. These are discussed in class; then the dates of these special days are entered on a large wall calendar. Other ethnic celebrations may be researched and added to the calendar if students wish.

Culmination: Each student writes and illustrates a brief description of his or her family's ethnic and cultural traditions, which can then be collected and assembled into a class book. Everyone then agrees on one or more of these traditions to celebrate in class with typical foods, decorations, costumes, and activities. Students' families or other classes can be invited to join in the celebration, if desired.

Conclusions Why are ethnic and cultural traditions retained?

What characteristics are common to all the traditions studied in class?

In what ways are your lives enriched through the cultural and ethnic diversity of your community?

How is the cultural and ethnic diversity of the people of your country evidenced throughout the nation?

Have any local or national problems arisen because of cultural or ethnic differences, and if so, how were they resolved?

Are there any ways in which your local community and your nation can tap more fully the resources of your cultural and ethnic diversity?

Takeoff The class can study the calendars and cultural rituals of ancient civilizations, such as the Mayans, Romans, Egyptians, and Greeks.

A world map can be keyed to show class members' foreign origins and international ties.

Resources *Chases' Calendar of Annual Events.* (165)

Gregory, Ruth. *Anniversaries and Holidays.* (175)

Millen, Nina. *Children's Festival From Many Lands.* (180)

Wynar, Lubomyr R. *Encyclopedic Directory of Ethnic Organizations in the United States.* (187)

Noted Nobelists

Description/Purpose Students become newspaper reporters who write profiles of Nobel Prize winners for a special feature edition. Writing skills are developed, and an appreciation is gained for the variety of actors on the world stage, the scientists, writers, and peacemakers who influence our lives.

Materials Paper, pencils, mimeograph materials

Lead-in What forms are there for the recognition of achievements of international worth?

Activity Each student acts as a newspaper reporter whose assignment is to write a feature article about a former Nobel Prize winner for a special edition of the paper. (Students may either choose a topic person, draw one from a lot, or be assigned one if a particular balance among the prize categories is desired.) As they prepare their articles, students should address in detail the six keystone questions of journalism: who, what, when, where, why, and how.

If desired, the special edition may be divided into sections, one for each of the prizes awarded: peace, literature, physics, chemistry, physiology or medicine, and economic science. An explanation of the establishment of the prizes should preface the edition.

Committees may be formed to edit the articles and get them ready for "publication." Duplication and distribution may coincide with the annual announcements of the Nobel Prizes, usually at the time of the anniversary of Alfred Nobel's death, December 10.

Conclusions Are there any significant commonalities or differences in the backgrounds of the Nobelists?

Which countries predominate in each category and what might explain this?

Takeoff Students can find out which Nobelists are living and write to them to find out how winning their prize affected their life.

Resources Almanacs, encyclopedias

Meyer, Edith Patterson. *In Search of Peace.*

The World of Playthings

Description/Purpose A look at toys from around the world and throughout history allows students to use their artistic abilities and helps them develop historical research skills.

Materials Natural materials such as wood, sticks, grass, rocks, water, and so on; other materials such as aluminum foil, plastic wrap, styrofoam, rubberbands, and so on.

Lead-in What role do toys play in children's lives?
What factors determine the types of toys from which a child may choose to play?

Activity Each student makes a toy from natural materials available near his or her home: branches, twigs, grasses, rocks, and so on. The toys or games should be demonstrated for the class and common characteristics discussed—materials used, type of play encouraged, skills needed or developed. Class members find pictures or real examples of toys from around the world and throughout history and classify them according to the skills each develops (such as logic, dexterity, balance, coordination, visual acuity, strength, and so on). If enough examples from several different countries are brought in, the main skills emphasized by them may be compared.

Culmination: The class sets up a toy museum that includes the toys made in this project as well as samples or illustrations of those of other countries and eras. Toys may be grouped by historical periods, skills the toys develop, materials from which they are made, or other categories.

Conclusions Do all children need and have playthings? What provisions of the UN Declaration of the Rights of the Child relate to these needs? (See Principles 7 and 9.)

Takeoff Students can design a toy made entirely from synthetic recycling materials that are readily available: foil, plastic wrap, styrofoam, and the like. Or they can design a toy of the future, perhaps one for the children of the Cross-Cultural Space Colony (see p. 24).

Resources

Brown, Asa. *Metropolitan Museum of Art Activity Book: Crafts, Toys, Games, Puzzles and Mazes Inspired by the Treasures in the Museum's Collection.* (170)

Foley, Dan. *Toys Through the Ages: Dan Foley's Story of Playthings Filled with History, Folklore, Romance and Nostalgia.* (173)

Fowler, Virginie. *Folk Toys Around the World and How to Make Them.* (174)

Grunfel, Frederic V. *Games of the World.* (175)

Joseph, Joan. *Folk Toys Around the World and How to Make Them.* (177)

Kraska, Edie. *Toys From Grandmother's Attic: A Workbook And History of Fifteen Folk-Art Toys, Crafts, Plays, And Stories From The Collection Of The Boston Children's Museum.* (178)

Common Communications

Description/Purpose An experience in nonverbal communication highlights the many ways we can "talk" to one another. Communication and writing skills are developed.

Materials Examples of alphabets, ancient and modern; universal symbols; blackline master "Native Mores and Communication Habits" (114)

Lead-in In what verbal and nonverbal ways do people communicate? List them in their order of efficacy. Would this list be the same for people everywhere?

Why did alphabets develop? What are some modern and ancient examples of alphabets?

How is communication improved or hampered by the use of written symbols?

Activity Students gather examples of communication materials for a bulletin board, including universal pictorial symbols, codes, gestures, regional idioms, and ancient and modern alphabets. Each class member then selects a communication mode and writes a short article in that mode. Articles may feature the history and applications of the selected mode or other topics, and they may be combined to form a class *Global Gazette*.

Culmination game: The class is divided into two groups. One half, a "tourist" group, is traveling the South Seas by ship. During their voyage, the ship is grounded on a reef. The passengers swim to a nearby small island inhabited by "natives" (the other half of the class) who communicate only by hand gestures unlike any known to the tourists. The tourist group must make their needs known to the islanders—food, water, materials to repair the ship and assistance in doing so, directions to their intended destination, and so on. The islanders are inscrutable and curious but not hostile. Their behavior reflects their cultural mores, which are listed on the blackline master for this activity. (The list may be adapted to the ideas and level of sophistication of the players.)

Postgame analysis: Which of the tourists' needs were most easily understood? Which were most difficult to convey? If one were traveling to a country whose language one did not know, what skills might be especially helpful?

Conclusions What skills are needed for communication?

What commonalities can be found among similar and even diverse forms of communication?

If we were to pinpoint just two or three basics or essentials for all communication, what would they be?

Takeoff A dictionary of local slang can be made for the school library and copied for a sister school or foreign class that corresponds with the school. The class may wish to request a similar dictionary from their correspondents in exchange.

The cross-cultural simulation games Heelotia* or "Bafá Bafá" or Rafá Rafá** may be played by the class.

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* Available from Stanford Program on International and Cross-cultural Education (see Resources, p. 160)

** Available from SIMILE II, 218 – 12th St., Del Mar, CA 92014

Resources

Atlas of Mankind. Rand McNally. (165)

Berlitz, Charles. *Native Tongues.* (146)

Brown, Ina Corinne. *Understanding Other Cultures.*

Garden, Nancy. *The Kids' Code and Cipher Book.* (174)

Hall, Edward T. *Silent Language.*

Helfman, Elizabeth S. *Blissymbolics: Speaking Without Speech.* (176)

Helfman, Elizabeth S. *Signs and Symbols Around the World.* (176)

Morris, Desmond, et al. *Gestures.* (181)

Myller, Rolf. *Symbols and Their Meanings.* (181)

Thayer, Lee. *Communication: Concepts and Perspectives.*

World of Food

Description/Purpose This look at how foods get from one part of the world to another involves an analysis of the origins of foods we have in our homes, how they got there, and how foods and their distribution link people throughout the world.

Materials Atlases, globes; blackline master "World of Food in My Kitchen" (115)

Lead-in In what ways does food connect the world's people?

Activity Using the blackline master for this activity, students survey the foreign origin of foods they have in their homes. Data gathered is reviewed in class; a compilation chart can be made on chart paper or on the chalkboard. Next, a symbol is devised for each product on the chart and then put in the appropriate location on a world map to show the product's origin. Students determine the probable distribution routes from products' points of origin to the local area. They calculate or at least estimate mileage and compare it for different products.

Culmination: The class assumes the role of a hypothetical local noodle manufacturing firm that intends to begin exporting for the first time. The "company's" marketing department has determined its five best potential foreign markets: five different regions are to be targeted around the world. Product and distribution routes need to be planned. For each region, a separate "marketing group" (made up of one fifth of the class) will develop hypothetical products; design sample packaging and promotional materials (in English, but presumably for translation) that feature the product adapted for use in that region; and plan for the distribution of the products (select means of transport, choose routes, estimate costs, and so on). A marketing "grand preview" can be held for marketing groups to share package designs, promotional materials, and strategies and to taste one another's products.

Conclusions What other basic foods besides noodles could be adapted to many cultures?

How do foreign foods become known and gain acceptance in other countries?

Takeoff Students can study the travels of Marco Polo and their influence on the world of food.

A survey can be made of the foreign foods that are most popular among students.

Class members can write to classes at corresponding foreign schools to find out which foreign foods are currently gaining popularity in their countries.

Resources Cookbooks of foreign cuisines

Borghese, Anita. *The International Cookie Jar Cookbook.* (169)

Knopf, Mildred. *Around the World Cookbook.* (178)

Munsen, Sylvia. *Cooking the Norwegian Way.* (The Lerner Publishing Company's children's cookbook series includes books on the cuisines of China, England, France, Italy, Japan, Mexico, and Spain.) (181)

The World in Figures. The Economist. (187)

Dwelling Distinctions

Description/Purpose In this study of how ecosystems affect human dwellings, students gain awareness of our integral place in the world environment.

Materials Boxes, paint brushes, paint, colored paper, glue; blackline masters "Structo" (116) and "Ecoshelter" (117)

Lead-in What are some of the differences between rural and urban dwellings?

What is an ecosystem?

What differences might be found between dwellings from differing ecosystems?

Activity Class discusses various ecosystems and types of shelters found in each. Groups are formed and each is assigned to research one type of ecosystem, finding the temperature ranges, rainfall, resources for building materials, or other variables that might affect home building in that area. From this information, group members sketch and share with the class their ideas of shelters for that ecosystem.

Culmination: Each group makes a comparative diorama for its ecosystem, showing modern urban and rural dwellings, as well as those of a hundred years ago or more.

Conclusions In which ecosystems are the greatest variety of building materials found? Which ecosystems are most limited or rely most on synthetic materials? In which has housing changed most over the past century?

How does international commerce affect building today?

What changes might we see in dwellings throughout the world in the coming century?

Takeoff Play "Structo" and "Ecoshelter" (see the blackline masters).

Make a class portfolio of pictures and descriptions of famous architects and architecture from around the world.

Design a dwelling for the year 2100.

Resources Bottomley, Jim. *Paper Projects for Creative Kids of All Ages.* (169)

Dugan, William. *All About Houses.* (172)

Eriksen, Aase, and Marjorie Wintermute. *Students, Structures, Spaces—Activities in the Built Environment.* (147)

Fagg, Christopher, and Adrian Sington. *How They Built Long Ago.* (173)

Huntington, Lee Pennock. *Simple Shelters.* (177)

Leacroft, Helen and Richard. *The Buildings of Ancient Men.* (179)

Macauley, David. *Cathedral, Pyramid, Castle, Mill.* (180)

O'Reilley, Ann Marie, and Marilyn Kobler Allahand. *Shelter.* (181)

Future Forecast

Description/Purpose Students plan a model United Nations World School. By doing so, they develop an awareness of present social and political realities and alternative futures and develop their abilities to synthesize solutions.

PS Racial group sensitivities may be encountered.

Materials UN documents *Universal Declaration of Human Rights* and *Declaration of the Rights of the Child* (see appendix 10 and 11.)

Lead-in What things do people need to live? (As students cite them, list requirements on the chalkboard or on a chart and group them as tangible or intangible.) Are there special things that children require?

Activity Students review and discuss the main points of the above UN declarations and compare them with their own ideas from the lead-in discussion. They then search recent periodicals for news of technological and ideological innovations that may improve the human condition and further the attainment of human rights throughout the world. Clippings may be collected over a period of time (a week or so) and discussed. Next, working in pairs or small groups, students plan a UN-sponsored "World School," which utilizes appropriate, up-to-the-minute, innovative technology to help educate students from around the world toward the goal of improved human rights for everyone. The student body of the school might be comprised of one student from every nation of the world for each grade level. After a time, each pair or group should be given an opportunity to share their ideas with the class as a whole, and the class can then discuss a composite ideal plan.

Culmination: The final class plan is sent to various organizations and/or media that may appreciate the students' work: local or regional newsprint or broadcast media; science and technology associations' publications; journals of the various professional associations in education; journals or newsletters of public interest organizations; and publications of the United Nations and UNESCO. One student committee can be formed to diagram or model and photograph the final plan, and another committee can write a background article summarizing the class's efforts and reasoning in devising the plan. A cover letter by the guiding teacher and/or administrator should be included.

Conclusions What special problems might confront students and teachers in a "World School" with such a diverse student body? What special benefits might there be? How might such a school's example be used to affect other schools throughout this area as well as throughout the world?

Takeoff Students can predict which of the class's ideas may be likeliest to be used in schools in the future.

Students can find out about existing world schools and colleges.

Resources

Abrams, Kathleen and Laurence. *One Hundred Years From Now.* (167)

Ardley, Neil. *Fact or Fantasy.* (168)

Ardley, Neil. *Health and Medicine.* (168)

Ardley, Neil. *Our Future Needs.* (168)

Encyclopedia of Associations. Gale Research Co. (173)

Knight, David C. *Robotics: Past, Present, and Future.* (178)

Snyder, Gerald S. *Human Rights.* (184)

Taylor, Paula. *Kid's Whole Future Catalog.* (185)

Find It–Spell It

Description/Purpose A spelling game using names of countries, capitals, lakes, rivers, and other geographical terms develops students' spelling skills and improves their knowledge of geography.

Materials Atlases, chalk, a coin, and word lists

Lead-in This is a spelling game that encourages interest in geography.

Activity Rivers, lakes, seas, oceans, mountains, land forms (such as peninsulas, islands, isthmuses, continents, and so on) and anything being studied in geography may be used to form word lists for "Find It–Spell It Baseball" or other spelling games.

Find It–Spell It Baseball

A baseball diamond and a scoreboard indicating five innings are drawn on the chalkboard. The class is divided into two teams, each organized into pairs of contestants ("batting pairs").

A coin toss may determine the team to be "up at bat" first.

A word from a teacher-selected word list (drawn from the class's current social studies/geography studies) may be used to "pitch" at each batting pair as they come to bat.

The pair may help each other to meet their challenge: they must first spell the word correctly, then locate it on a globe or world map in order to score a "hit." (In the earlier stages, students can refer to an atlas index as an aid in locating the place.)

If a "hit" (successful answer) is made, the pair can "take their base." (Actually, a marker such as a colored paper disk is taped on the appropriate base on the baseball diamond drawn on the chalkboard.)

If the two either misspell the term or cannot locate it, the teacher/umpire calls them out. As in regular baseball, after three outs the other team comes to bat.

The score for each inning is marked on the scoreboard. The number of innings for the game can be determined by class interest and time available.

Conclusions In the playing of this game, which students were most highly motivated by the game format and why?

Takeoff The students can model from Find It–Spell It Baseball another geography game based on another sport (such as basketball or soccer) and then play it outside or in a gym.

Resources Atlases

Mulac, Margaret E. *Educational Games for Fun.* (181)

Parlett, David. *Botticelli and Beyond: Over 100 of the World's Best Word Games.* (182)

Social studies texts

News Views

Description/Purpose This ongoing activity encourages students to review and reflect upon world events in order to gain an appreciation for the variety of actors on the world stage.

Materials Political and relief maps of the world

Lead-in By what means can we learn about world events?

For what reasons do some world events have greater implications than others?

Activity As major world events unfold, students discuss them in class. Students keep a personal news journal, and once a week they record basic facts about the events—who, what, when, where, and why—as well as their own predictions about what might happen next. These predictions may be reviewed regularly on a monthly or quarterly basis. The location of significant events should be indicated with colored pushpins or flags on a world map.

Conclusions Do students react emotionally in different ways to various news items? It may help them to discuss their feelings with the class.

Takeoff Students can roleplay a scenario for the ideal outcome of any given event or an event of their choosing.

Resources "TV: A Global Perspective," a curriculum project aimed at helping young people use TV to understand their world; prepared by Prime Time School Television in cooperation with Global Perspectives in Education, Inc. (153)

World of Animals

Description/Purpose "Animapping" and game design deepen students' understanding of animal ecology and human influence upon it throughout the world. Geographic and reference/study skills are gained.

Materials Rulers, chart paper, felt pens, and/or paints for mapmaking; tagboard and other art materials needed for game making. (For example, game pieces can be flat plastic markers, bottlecaps, or modeled clay figures; the game board can be a collage of magazine cutouts "shellacked" with liquid starch or spray acrylic polymer.)

Lead-in How does habitat affect the interaction of animals?

Why is it that many animals are found only in particular places?

Activity The class is divided into six groups, each of which will study the animals of a particular continent. (For simplification, group Europe and Asia together.) Each group prepares a "Continental Animap" to show where various species of animals can be found on their continent. (Drawings or magazine photos may be pasted on a map of the continent, or the group may wish to devise a coded legend. To allow enough space for information as well as to facilitate comparison, all continents should be drawn to a standard scale; 1 inch to 100 miles is recommended.) Additional information about each animal should be noted by the students as they conduct their research: life cycle, habitat characteristics, and relative position on the regional food chain. Characteristics of animals at different latitudes and within different ecosystems on each continent should be discussed and compared.

Culmination: The class is then regrouped so that four, five, or six new groups (depending on total number of students), each with at least one representative from each of the previous continent groups, can devise an original board game to demonstrate the interaction of living things throughout the world. The games may involve any or all of the following concepts: balance of nature, survival, migration, endangered species. For example, a migratory animal game might feature several species of wildlife such as birds, reindeer, whales, sea elephants, and penguins struggling for survival amidst a variety of hazards: predators, adverse weather (treacherous winds, monsoons, extended periods of extreme temperatures), food shortages due to weather, infestation or disease, and so on.

Conclusions What factors help provide for, or threaten, a balance of nature?

What role do humans sometimes play in destabilizing ecosystems?

What measures have scientists and others taken in various parts of the world to help nature attain a better balance?

Takeoff Class conducts a "World Zoological Expedition" to learn all they can about specific zoos in their area as well as famous ones throughout the world. Students can interview local zoo personnel in person or by telephone and write to distant zoos to find out about the animals kept by each zoo, differing habitat requirements, and any concerns or problems presented by the animals' captivity.

Resources

Bell, R. C. *The Boardgame Book.* (168)

Colomba, Frederica. *Animal Migration.* (171)

Cousteau, Jacques-Yves. *The Cousteau Almanac: An Inventory of Life On Our Water Planet.* (165)

Durrell, Gerald. *A Practical Guide for the Amateur Naturalist.* (172)

Grunfeld, Frederic V. *Games of the World.* (175)

Jarman, Cathy. *Atlas of Animal Migration.* (177)

Jordan, Amil L. *Animal Atlas of the World.* (177)

National Wildlife Federation. (163)

Sheffield, Charles. *Man on Earth: How Civilization and Technology Changed the Face of the World—A Survey from Space.* (184)

Sierra Club. (163)

The Way to Play. The Diagram Group. (186)

WHO Wars

Description/Purpose A study of diseases that have been conquered through world cooperation and a look at those that still threaten world health develop an awareness of present realities and alternative futures.

Materials Paper, pencils, paint, crayons, colored felt pens or pencils

Lead-in Which diseases that once generally threatened human lives are no longer common? Why?

Which diseases are still of world concern?

Activity Students discuss the innoculations that are mandatory for school attendance, travel to certain countries, and various occupations.

Next, diseases that have been conquered as well as those that have not can be charted on the chalkboard. Beside the name of each disease the name(s) of the person(s) whose discoveries led to its control can be written.

Health professionals from the local community (such as doctors, nurses, public health officials, and so on) may then be invited to the class to add their knowledge to this study of the fight against diseases and to discuss health problems of local and world concern. Students should also write to the World Health Organization (20 Avenue Appia, 1211 Geneva, Switzerland) to obtain information about its current efforts in disease control and world health.

Culmination: Using all the information they have gathered, students create a "Health Heroes Hall of Fame" featuring students' drawings of leading medical heroes and a synopsis of each candidate's most important contibutions to world health and disease control.

Conclusions How does the work of the World Health Organization affect infant mortality, life expectancy, and other factors that influence population changes and growth?

What world health problems are still most crucial? Who suffers most from them?

What other agencies address these problems, and in what ways can we participate in activities that further world health?

Takeoff Class may play Twenty Questions or Who Am I? featuring health heroes and their discoveries.

Resources Archer, Jules. *Epidemic: The Story of the Disease Detectives.* (168)

Ardley, Neil. *Health and Medicine.* (168)

Crook, Betty, and Charles L. Crook, M.D. *Famous Firsts in Medicine.* (172)

Eberle, Irmengarde. *Modern Medical Discoveries.* (172)

Olesky, Walter. *The Black Plague.* (181)

Parlett, David. *Botticelli and Beyond: Over One Hundred of the World's Best Word Games.* (182)

World Health, the magazine of the World Health Organization. (157)

Local medical authorities

Children's Games of the World

Description/Purpose Students research games from around the world and conduct sessions to teach and play them. Physical education, reading, and speaking skills are developed. (ESL)

Materials Balls, ropes, other playground equipment as needed; books on games from around the world (see resources below)

Lead-in Who plays games?

Do all children play games?

What is common among all games?

What types of games are there?

What are the similarities and differences among your country's games and those of other countries?

Activity As groups or individuals, students learn a variety of active games and teach them to the rest of the class. Game types can be categorized. Different versions of a specific type of game (such as jump rope or circle tag games) can be learned, played, and compared.

Culmination: Physical education activities for a day, week, or month could feature games from each of the six populated continents (Africa, Asia, Australia, Europe, North America and South America), different countries, or selected cultures. (For example, Hispanic games could be featured for a two-week period, followed by Asian games for the next two weeks, and so on.) (ESL)

Conclusions What are some of the universal characteristics of games?

What function do games perform within a culture?

Takeoff Other classes can be invited for a Global Game Tournament.

Board games can be learned and compared as above.

Resources Arnold, Arnold. *The World Book of Children's Games.* (168)

Avedon, Elliott M., and Brian Sutton-Smith. *The Study of Games.* (For teacher background)

Bruner, Jerome, Alison Jolly, Kathy Sylva. *Play—Its Role in Development and Evolution.* (For the teacher, but sections D, "The Special Case of Games," and E, "Cultural Indoctrination Through Play," can be excerpted for reading to students.) (170)

Grunfeld, Frederic V. *Games of the World.* (175)

Lyttle, Richard B. *The Games They Played: Sports in History.* (179)

Millen, Nina. *Children's Festivals from Many Lands.* (180)

Opie, Iona and Peter. *Children's Games in Street and Playground.* (For teacher background on types of games, British game versions)

Sandoval, Ruben, and David Strick. *Games, Games, Games.* (ESL) (183)

Schwartzman, Helen B., *Transformations—The Anthropology of Children's Play.* (For teacher background: excellent bibliography of studies of games throughout the world; analysis of functions of play and games; many cultural examples)

Vinton, Iris. *The Folkways Omnibus of Children's Games.* (186)

Airflow

Description/Purpose A comparison of air traffic among the world's busiest airports develops math computation and reference/study skills.

Materials World almanacs, art supplies for mural painting

Lead-in For what purposes do people now travel? How might this differ from the past or future?

Activity Students graph the passenger traffic at the world's busiest airports. If possible, they can obtain statistics of past traffic from several back issues of world almanacs for comparison. They can then assess the past and future rates of growth of international travel.

How has the world changed through the increase in air travel? Students can discuss their ideas and depict these changes in a mural.

Conclusions In what ways has world air travel changed over the years? What improvements are still being sought?

Takeoff Students can create a design for an international airport of the future that could be used anywhere in the world, and that meets the cultural and language needs of all travelers.

The class can discuss the jobs needed to be done in conjunction with the building and operation of such an airport.

Resources Almanacs, encyclopedias

Food for All Fair

Description/Purpose Students increase their awareness of human nutrition and food needs throughout the world while learning about what is being done, as well as what could be done, in this critical area. Data analysis, reading, writing, reference/study skills, and organizational skills are developed.

Materials Poster materials; vegetarian recipe books

Lead-in What foods, and in what quantities, must a person have for good health?

What are the effects of a poor diet? (That is, what are the symptoms and effects of malnutrition and overeating?)

What does hunger feel like to you?

Are there people in the world without enough food? Who and where?

What are some of the reasons people may not have enough food?

Activity The class is divided into four groups, each to be responsible for planning an informational display that focuses on one of the following topics:

1. Nutritional requirements for good health (dietary habits, minimum daily requirements for different age groups), humans and the food chain, protein alternatives
2. World food surpluses and scarcities (locations, causes, food development, and relief assistance)
3. Role of multinational corporations in solving world food inequities; roles of other organizations
4. Productive uses of waste in the processing and selling of foods (antiwaste campaign)

Culmination: Students plan and present a "Food for All Fair." The fair can feature displays illustrating the groups' findings and offering suggestions for activities to increase community awareness and citizen involvement. For entry to the fair, visitors may be required to complete a simple, class-devised questionnaire that assesses their awareness of human nutrition and food inequities around the world. A student-designed, mimeographed or photocopied "Food Fair Passport" can then be issued to each visitor. Visitors may exit the fair only when their passport has been "validated" with an official stamp given at each display. After the fair, students can complile data from the entry questionnaires to determine areas of greatest need for additional public information.

Conclusions What can be done to help ensure adequate food supplies for all the world's peoples? What part can each of us play at home and abroad?

Which organizations' efforts seem most effective in helping nations achieve self-reliance in feeding themselves?

Takeoff Class can find out more about the hunger-related diseases as well as the diseases related to obesity.

A community garden project can be implemented to focus on nutrition and on "eating lower on the food chain."

A specific famine can be studied in detail to learn the probable causes, effects, and turnaround efforts (by that country's government, by that of yours and others, and by international relief and development organizations).

Resources

Brown, Walter R., and Norman Anderson. *Historical Catastrophes: Famines.*

Food First News. Institute for Food and Development Policy. (151)

Hawkes, Nigel. *Food and Farming.* (176)

Lappé, Frances Moore, and Joseph Collins. *Food First: Beyond the Myth of Scarcity.* (179)

Kerrod, Robin. *World of Tomorrow.* (178)

Pringle, Laurence. *Our Hungry Earth: The World Food Crisis.* (183)

Thomas, Spencer. *The Multinational Companies.* (185)

Tudge, Colin. *Future Food.* (185)

Valentine, William, and Frances Moore Lappé. *What Can We Do? Food and Hunger: How You Can Make a Difference.* (186)

Happy Birthday to Us

Description/Purpose Students' birthdays are celebrated in a multicultural manner. Study/reference skills and organizational skills are gained. (ESL)

Materials Classroom calendar

Lead-in Why are birthdays celebrated?

Do all cultures celebrate birthdays? Why or why not?

Activity Each student's birthday is marked on a class calendar. Students then learn "Happy Birthday" in as many languages as possible to sing to celebrants on their birthdays. They can also learn how birthdays are celebrated in other countries* and plan an international party for their own or a friend's birthday. Students with summer birthdays can celebrate half-birthdays instead, and those whose birthdays fall on weekends or during school vacations may re-schedule their celebrations on a convenient school day.

Conclusions Are there any other special days in any cultures that celebrate the existence of the individual in any way?

In what way do these personal celebrations have value to the society as a whole?

Takeoff Each birthday person may be given preferential treatment for his or her day if that seems to work. (A special privilege or responsibility can be offered.)

A special international birthday party for the United Nations can be held on United Nations Day (October 24), or the class can give itself an "UN-Birthday Party" at year's end and celebrate with a variety of international songs, foods, and customs.

Resources Price, Christine. *Happy Days—A UNICEF Book of Birthdays, Name Days and Growing Days.* (183)

Rinkoff, Barbara. *Birthday Parties Around the World.* (183)

*Foreign-born friends, relatives, or neighbors may contribute ideas from personal experience.

International Data Banking

Description/Purpose Students assess the role of computers and the implications of their use in daily life and throughout the world in terms of international relations. Students then take part in a data exchange.

PS Areas of mutual interest for the computer network (such as personal data gathering) might be sensitive ones.

Materials Computers; blackline master "Computer Connections" (118)

Lead-in What are computers doing for the world's people?

How do computers affect the lives of you and your family? How might they in the future?

Activity Using the form on the blackline master for this activity as a guide, chart on the chalkboard or on a large sheet of paper the extent of computer dependency or involvement of the class and their families. After the survey the class lists any global computer connections they are aware of (such as international banking, telecommunications, data transfers, and so on). For each example given, the class can discuss the positive benefits as well as any negative potential (for example, in the event of interruption or corruption).

If there is access to a computer, the class can plan and set up a computer network for the purpose of sharing data of mutual interest with students they contact from various parts of the world. Topics selected can include their birth weights and lengths, their heights and their parents' heights, size of family, number of moves and distance away from place of birth, students' spending habits, family pets and/or livestock, student sport performance records, and so on. Data bases can be filed on disks and exchanged with corresponding schools.

Culmination: Information in each selected area is gathered for each member of the class. (Parents, principal, and school staff may also be included if desired.) The same information is collected from other classes in as many schools in different areas as possible, and then all information is compiled in the data bank to be shared with all participating schools.

Conclusions What difficulties are encountered when using data from other countries? How are they surmounted?

How can computers further your understanding of other cultures?

In the future, what computer linkages could be sought to increase understanding among all cultures?

Takeoff The class can read (or the teacher may choose to read aloud to the class) selections from literature set in at least three different eras. At least one should be from the past, preferably before the use of electricity, one should be set in contemporary times, and one should have a future setting. Students then share ideas about daily life in those times. Next, they write a drama depicting a major computer crisis of the future and its resolution. They may choose a docu-drama form, written as if for a television broadcast, or a play in which class members act the roles of affected participants, such as workers, heads of multinational corporations, and political leaders.

Resources Bitter, Gary. *Exploring With Computers.* (169)

Judy, Susan J., and Stephen Judy. *Putting on a Play: A Guide to Writing and Producing Neighborhood Drama.* (177)

Earth Changes

Description/Purpose Through news media reports and local interviews, students study changes made to the earth by people and nature as well as the impact of those changes on surrounding communities. In doing so, they gain a deeper view of humanity as an integral part of the world environment.

Materials Paper, pencils

Lead-in What forces alter the earth? Where and how does this happen?

Activity Using magazines, newspapers, and periodicals, students find examples of changes to the earth from around the world. Changes caused by humans as well as by plants, animals, and natural phenomena should be included. (National Geographic magazines will provide a wealth of examples.) The entire class then evaluates each example for its physical, emotional, and economic impact on the people who live and work in the area of occurrence. (A rating system may be devised by the class, color-coded, and attached to each article for display.)

Culmination: Students interview five people to learn what changes to the earth they can remember from the last ten years. The class then lists and graphs these changes according to whether their causes were human or natural. They then discuss which have had the greatest impact on people of the area and which have had the least.

Conclusions How aware are people of their interaction with the earth?

Which local, national, and international environmental events have had the most far-reaching effects? Which are best recalled and why?

Takeoff Students can discuss universal human feelings during and after a natural disaster, then select pieces of classical or contemporary music that reflect those feelings.

Using magazine clippings, students can make a mural to show current or recent disaster relief projects around the world.

Students can make scale models of changes made to the earth by natural phenomena such as volcanoes, water, wind, and so on.

Resources

Bendick, Jeanne. *The Big Strawberry Book™ of the Earth. Our Ever-Changing Planet.* (169)

Bova, Ben. *Man Changes the Weather.* (169)

Gregor, Arthur S. *Man's Mark on the Land: The Changing Environment.* (175)

National Geographic magazines

Our Violent Earth. National Geographic Society. (181)

Paananen, Eloise. *Tremor: Earthquake Technology in the Space Age.* (182)

Poynter, Margaret. *Volcanoes: The Fiery Mountains.* (182)

Rand McNally World Atlas. (166)

Sheffield, Charles. *Man on Earth: How Civilization and Technology Changed the Face of the World—A Survey From Space.* (184)

Watts, May Theilgaard. *Reading the Landscape of America.* (186)

Cultural Crafts Festival

Description/Purpose Groups of students present workshops to demonstrate the universality of native materials and techniques in crafts from around the world. Reading, writing, and art skills are developed.

Materials Various craft supplies as needed for specific crafts chosen for demonstration.

Lead-in What crafts do you or your family members know how to do?

Do you know how to do any special holiday craft?

Do you know any crafts that originated in another country?

Are there any ethnic artisans in your community whose work you have seen?

Activity Students find and prepare as many samples as possible of crafts from other countries. They categorize the samples by materials used, such as fiber, jute, paper, bark, clay, shells, and so on, and organize them into a catalog. Each catalog entry should include the country of origin, any instructions, photos or drawings of each craft in progress, and a finished project, if possible.

Culmination: A Cultural Crafts Festival is held for other students. A specific material may be featured to demonstrate commonality of material usage throughout many cultures, or a variety of materials may be used. A videotape or film can be made of each demonstration to be given to the school or community library or media center for a comprehensive craft "how-to" resource.

Conclusions What are the similarities and differences between the regions where similar materials are used in cultural crafts?

Takeoff The class can hold a monthly festival featuring a different material from the craft catalog each month.

When cultural holidays are studied and celebrated, demonstrations of cultural crafts can be included.

Resources Brown, Osa. *Metropolitan Museum of Art Activity Book.* (170)

Elbert, Virginia. *Paperworks: Colorful Crafts from Picture Eggs to Fish Kites.* (172)

Fiarotta, Phyllis, and Noel Fiarotta. *The You and Me Heritage Tree: Ethnic Crafts for Children.* (173)

Gallivan, Marion F. *Fun for Kids: An Index to Children's Craft Books.* (174)

LeBaron, John, and Phillip Miller. *Portable Video: A Production Guide for Young People.* (179)

Long, Jean. *How to Paint the Chinese Way.* (179)

Temko, Florence. *Folk Crafts for World Friendship.* (185)

A Debate

Description/Purpose The possibility of impermanently located international agencies is debated. Speaking and critical thinking skills are developed.

Materials Writing materials

Lead-in What are the advantages and disadvantages of having the United Nations in a fixed location?

Activity The class thinks of alternative plans for locating the United Nations and its agencies (FAO, WHO, UNESCO, UNICEF, and so on).

Culmination: Students develop propositions and debate them.

Conclusions The major problems and/or advantages of the proposition as drawn in the debate can be reviewed with the students to reinforce the notion that sweeping new ideas have many facets, and require much consideration before their implementation or rejection.

Takeoff Other global propositions can be debated, such as: the UN should increase/decrease its enforcement powers; the jurisdiction of the World Court should be broader/more limited; a new international organization should be established to further world order/preserve the rights of nations.

Resources Almanacs

Encyclopedias (World Book has an excellent guide to debate)

Publications of the above international agencies

Triad

Description/Purpose A student-designed simulation game emphasizes cooperation and the development of conflict resolution skills. Critical thinking skills are also developed.

Materials Paper or cards for currency

Lead-in What is meant by the terms *cooperation, compromise, concession,* and *consensus*? In what ways are they related?

Activity The class designs and plays a game called Triad, a large-group simulation of decision making. A framework for the game's design follows and can serve as a flexible guide for planning.

Triad

Class members are divided into three groups. The first group are the "Geoniks," the sole suppliers for the Triad world of all natural resources—energy, minerals, building materials, and so on. The second group are the "Techniks," who furnish all technical knowledge and labor. The third group are the "Agroniks," agricultural experts who produce and supply all of Triadia's food.

Play is aimed at all groups surviving together cooperatively, with the needs of all groups being met in a satisfactory manner. Play is divided into rounds, each of which features a new variable. For example, in round one a drought might occur, affecting food production and creating shortages of many foods. In round two, an earthquake might occur and ruin a major mine, the sole source of a metal vital to all. In round three, a life-threatening disease, for which there is as yet no known cure, might attack and disable many of the Techniks. In each round, the three groups meet to solve the problems presented and provide for everyone's needs. Additional rounds may follow.

At some point in the game, a grave planetary crisis should occur to create a new dimension. For example, the Techniks might invent an annihilator that potentially threatens all life on the planet and gives their group the power to destroy everyone else.

Basic rules of the game, especially as they apply to decision making and negotiation among groups, are decided by the class before play begins. Materials for barter should also be planned, if desired (tokens or paper currency may be used), and time limits for meetings and rounds should be established. Within these basic rules, groups may organize and operate as they think best.

Total playing time should be based on ability and interests of the students as well as class time available.

Conclusions During play, what were some of the problems involved in achieving agreement or compromise? Are similar problems being met around the world today? If so, who is meeting them, and how are they being handled?

Takeoff This activity may be done in conjunction with "Conflict Consultation Corps," p. 107.

Resources

Choices: A Unit on Conflict and Nuclear War. National Education Association. (170)

Forman, James D. *That Mad Game: War and the Choices for Peace.* (174)

Kidron, Michael, and Dan Smith. *The War Atlas: Armed Conflict–Armed Peace.* (166)

Kidron, Michael, and Ronald Segal. *The State of the World Atlas.* (165)

Lamy, Steven L. et al. *Teaching Global Awareness with Simulations and Games.* (149)

Livingstone, Samuel A., and Clarice Stohl. *Simulation Games: An Introduction for the Social Studies Teacher.* (149)

Nesbitt, William A. *Simulation Games for the Social Studies Classroom.* (143)

Otero, George. *Conflict Activity Cards.* (181)

Selim, M.A. *Annotated Bibliography of Teaching Materials for Global Economics.* (151)

Taylor, John L. and Rex Walford. *Simulation in the Classroom.* (185)

Taylor, L. B., Jr. *The Nuclear Arms Race.* (185)

World Flag Quilt

Description/Purpose Appreciation of commonalities, variations, and uniqueness of flags from around the world is heightened through the making of a world flag quilt.

Materials Cloth scraps, thread, needles

Lead-in What are some of the elements of flag design?

What do the symbols of various countries' flags signify?

Activity Each student sews a quilt square that replicates the flag of one of the countries of the world. When all squares are complete, they can be sewn together to make a "World Flag Quilt" to display in class or in the school library or to raffle for a school fundraising event.

Conclusions What symbols are most commonly found in the flags of many countries?

Takeoff Students can find out about the designers of flags from around the world. Quilting may be done in conjunction with the World Flag activity, p. 100. Younger students can use paper rather than cloth for this activity. They can paint or cut and paste flags into a collage.

Resources Almanacs

Encyclopedias

Inglefield, Eric. *Flags.* (177)

Reader's Digest Complete Guide to Needlework. (183)

Sommer, Elyse with Joellen Summer. *A Patchwork, Appliqué and Quilting Primer.* (184)

Talocci, Mauro. *Guide to Flags of the World.* (185)

Communicate It

Description/Purpose Students develop a positive approach to communicating ideas and opinions on world affairs to elected officials. Written and oral communication skills are fostered.

Materials Paper, pencils

Lead-in By what means can you most effectively communicate your views about areas that concern you?

What guidelines must be followed in order to influence one's opinion toward your viewpoint?

Activity Student-made questionnaires are sent to parents, friends, and community members to ascertain which international problems and issues concern them most and with whom they would ideally like to communicate their views.

Results of the survey are discussed in class. A list is compiled of student-generated recommendations regarding means and approaches for communications with officials.

Culmination: Class members prepare a parent and student guide for communication with government agencies and public officials concerning international issues and affairs. The guide should include names, addresses, and telephone numbers of local, regional, county, state, provincial, or national offices. Sample letter formats, telephone introductions, and helpful techniques for effective, positive communication can be included. Distribute the guide to interested parents, students, and teachers.

Conclusions What topics are of greatest concern to people in your community?

Were those involved more interested in communicating their viewpoints with the aid of your directory?

Takeoff Follow up distribution of guide with a poll of its users. How effective was it? What might improve it?

Resources Almanacs

Congressional Directory

Directory of Associations.

Tchudi, Susan and Stephen. *The Young Writer's Handbook* (particularly chap. 5, "Letters as a Way to Get Things Done"). (185)

Pollution Solutions

Description/Purpose An examination of local pollution problems aims at encouraging worldwide student involvement in possible solutions. Skill development includes research, language arts, geography, and data analysis.

Materials Letter-writing materials; blackline master "Suggested Form for Pollution Patrol Link Letter" (119)

Lead-in When and in what ways has pollution been a particular problem in your community? What things are better now than they used to be? What things are worse?

Who protects the environment in your community, state, nation, world? What part can each of us play—in small ways, in greater ways?

Activity Class members become "pollution detectives." Divided into pairs or small groups, they gather information (by calling or writing local officials and agencies) on local environmental controls for industrial and domestic wastes, air quality (smog, fumes, odors), water purity, vandalism, mineral depletion, wildlife protection, and so on. Next, students discuss the extent to which these controls are working. To prepare for this, students should seek from local environmental control agencies and older citizens examples of improvement, such as river regeneration, tidelands renewal, soil recovery, fish and wildlife reappearance, and so on, as well as data on current problems. The class then evaluates problems for potential local and international ecological and economic impact.

Culmination: With this background, students can correspond with a class at a distant school to exchange information about local agency policies and actions and the degree of success of local solutions. Students can also start an "International Pollution Patrol Link Letter" (see suggested form on the blackline master for this activity).* Students should send their letters to a variety of locations for widest dissemination and response. Students can map the sources of response to their correspondence. They can list the students' ideas they receive from the Pollution Patrol Link Letter and disseminate this information to those who participated as well as to local newspapers.

Conclusions What do you feel are the most important things you could do now, as well as later in your life, to help protect the local, regional, state, national, and/or global environment?

Takeoff Students can speculate on possible pollution problems and solutions of the twenty-first century and beyond.

Class can compute the number of letters they could receive by certain dates from the Pollution Patrol Link Letter. Class can explore the outcome of changing the variables of the linking letter (such as adding one or two more names to the list or sending the letter to more friends).

*At this writing, this type of linking or so-called "chain" letter is allowed by the US Postal Service if it contains no money or other objects. To ensure current legality, teachers may wish to check with local postal authorities.)

Resources

It's Your Environment. Environmental Action Coalition. (177)

Kiefer, Irene. *Poisoned Land: The Problem of Hazardous Waste.* (178)

League of Women Voters (162)

Local, state, national, international environmental agencies and organizations (see *Encyclopedia of Associations*, 173)

Miles, Betty. *Save the Earth: An Ecology Handbook for Kids.* (180)

Pringle, Laurence. *Recycling Resources.* (183)

Ward, Barbara. *Progress for a Small Planet.* (186)

World Word Exchange

Description/Purpose Students create puzzles and stories featuring words drawn from or lent to other languages, thereby strengthening their understanding of the interrelatedness of the world's peoples and languages. (ESL, FLS)

Materials Dictionaries, paper, pencils

Lead-in How does a new word come into usage?

How and why are new words exchanged among languages?

Activity Class members search the dictionary for any words of foreign origin. For Americans these might include such words as bureau, reservoir, robot, lariat, hamburger, rodeo, and so on. As they find them, students print the words on separate cards (one for each word) to show the pronunciation, the definition, and an illustration of the word, if possible. These can be used to make mobiles featuring word groupings (such as verbs, nouns, adjectives) and hung in the classroom.

Culmination: Class features one foreign language for a week—for example, French Week, Greek Week, English Week, Latin Week, and so on. Working individually or in committees, students can design and duplicate crossword puzzles, word searches, rebuses, and the like using words from the featured language of the week that have been accepted into common use in your language. The games may be duplicated for the class to play. Game pages may be collated into booklets for home play.

Conclusions How might a universal language affect the lives of people around the world?

Takeoff Throughout the year, class members can collect entries for a dictionary of words of international usage and keep them in a loose-leaf notebook or binder. The dictionary may be contributed to the school library at year end.

If available, popular magazines from other countries can be perused by students to show how English words or "Americanisms" are adopted into common usage in other languages (such as "le weekend" in French).

Resources Berlitz, Charles. *Native Tongues.* (146)

Parker, Dr. Fan. *The Russian Alphabet Book.* (182)

Pei, Mario Andrew. *Talking Your Way Around the World.* (182)

Sarnoff, Jane, and Reynold Ruffins. *Words: A Book About the Origins of Everyday Words and Phrases.* (183)

Partnerships and Pacts

Description/Purpose International treaties and alliances and reasons for them are studied for an understanding of transnational interactions. Geography and mathematical concepts are learned.

Materials World political map

Lead-in Why are treaties and agreements among countries needed?

What kinds of alliances between countries are there?

Activity Students make a "Web of the World" map to connect partners of major alliances and treaties (economic, political, military, cultural). Different colored threads may be used to connect the partners.

Culmination: Venn diagrams* can be drawn to show the membership of major pacts and alliances (such as NATO, OAS, SEATO, SALT, and so on), and the common interests of the partners in these pacts.

Conclusions What, if any, are the special characteristics of countries that align themselves with others and of those that do not? What specific categories of alliances were found?

Takeoff The class may predict new world alliances that might be necessary in the future.

Students propose a plan for an international student alliance and outline a mock charter for it.

Resources Kidron, Michael, and Dan Smith. *The War Atlas: Armed Conflict–Armed Peace.* (166)

NATO Handbook. (181)

Treaties of the World. Keesing's Reference Publication.

World Affairs Quarterly. (157)

World Almanac

*A description of Venn diagrams can be found in mathematics texts or in the World Book Encyclopedia under the heading "Set Theory."

Getting There from Here

Description/Purpose Students create games to focus on the physical features of the world and on transnational transportation in order to learn geographic terms and principles.

Lead-in What reasons are there, or have there been in the past, for traveling from one country to another?

What means are or have been used?

Materials Maps, atlases, tagboard or cardboard, felt pens or other art materials for game making

Activity Students study maps, atlases, and texts to find natural and artificial barriers that must be crossed to travel from one country to another. A list is made of these barriers, and the students write as many means of crossing them as possible (for example, canal: boat, bridge; mountain: automobile, train, airplane, tunnel, and so on).

Culmination: Students create "transworld" board games for the class to play throughout the year. Games emphasize geographical features and transnational transportation. Scale relief maps of imaginary worlds can be made to show transport routes and means to connect continents and countries. By rolling dice or answering geographical question cards successfully, players can proceed through the countries, crossing a variety of geographical barriers by different means until reaching the goal or finish.

Conclusions What difficulties may be encountered when two countries attempt to build a connecting route or structure?

Takeoff Students can study the history of various modes of transportation or types of connectors or barriers (canals, dams, mountain ranges, bridges) focusing on their role in international transport throughout history. They can research famous examples and give brief reports on them, or they can construct models.

Students can make a time line showing the history of various modes of transportation or conveyance, including pictures or illustrations of major changes.

A contest for building bridges from drinking straws or toothpicks may be held with awards given to the longest, strongest, widest span, most original design, and so on.

Resources Almanacs

Comparisons. The Diagram Group. (171)

Macgregor, Ann. *Bridges: A Project Book.* (180)

Mock Meet the Press

Description/Purpose Current world leaders and the important issues confronting them are examined in a "Meet the Press" format. Students develop skills in information analysis and public speaking.

Materials World map; string or yarn of various colors; tape recorder or video tape recorder (optional)

Lead-in What is going on in the world? Who are the leaders of the countries currently in the news? How are we affected directly or indirectly by these events and leaders?

Activity Class members bring in articles concerning world issues and pictures of world leaders. They pin them up around a map of the world and connect them by a string line to the country they concern. The class is then divided into groups, and each group selects one current newsworthy world public figure to feature in an episode of "Mock Meet the Press" (patterned after the television panel interview "Meet the Press"). All members research the leader's background and the issues relating to his or her policies. For their "Mock Meet the Press" episode, one member of the group acts as the featured leader, and the others perform as a panel of news media representatives. In a presentation before the rest of the class or others, each group's "news reps" pose probing questions (prepared ahead of time) to their "guest world leader." The presentation should be taped, if possible, for later review.

Culmination: The class or audience analyzes how groups and/or events in their country and in others around the world have been affected by the policies of these world leaders.

Conclusions Among the leaders featured in the presentations, which have the widest sphere of influence in the world today? Why?

Takeoff To widen students' perspectives on world issues and leadership, the same groups may be reconvened for a second visit by each "leader" later in the year.

Resources *Reader's Guide to Periodical Literature*

Daily news media (television, newspapers, news magazines)

Whether the Weather

Description/Purpose Students discover the influences of climate on habitats around the world, using science, geography, and math concepts and related skills.

Materials Blackline masters "Weather Station Equipment" (120–121) and "The Week's Weather" (122)

Lead-in What is the best weather? What if it were like that all the time? What if it were like that everywhere?

What affects the weather? What does weather affect?

Why keep track of the weather? What weather information is most important to have and why? Who keeps track? How?

Activity Make a weather station for home or school. Include as many instruments as possible: thermometer, barometer, barograph, hygrometer, rain gauge, wind vane, anemometer, or others. (See directions on blackline master "Weather Station Equipment.") From their instruments, students record data and compare it to that of local, national, and international sources (see blackline master "The Week's Weather"). Students then correspond with a selection of international pen friends to exchange weather data, pictures (either drawings or photographs) of local flora and fauna, and information on local effects of weather throughout the seasons. (The blackline master instructions for construction of weather instruments can be sent to correspondents to use if desired.) Students may compare illustrations of plant samples by looking for similarities and differences in leaf types, sizes, and so on, then draw conclusions about the plant and animal life of each area and its relation to the people of the area.

Culmination: From the information gathered from pen friend sources, students can assemble a class album that compares plant and animal life and human interference and/or adaptation in different areas.

Conclusions How does the weather affect an ecosystem?

What part does the weather play in the interaction of humans with their ecosystems?

How have humans adapted their environments in the areas studied by the class?

What are the implications of weather control by humans?

Takeoff Make plastic overlay maps for overhead projection of wind belts, jet stream, and ocean currents of the world.

To find out how and why weather information is gathered, students can write the US Coast Guard (2100 Second St., SW, Washington, DC 20593), NOAA (US Department of Commerce, National Oceanic and Atmospheric Administration, Washington, DC 20230), and NASA (National Aeronautics and Space Administration, 400 Maryland Ave., SW, Washington, DC 20546, attention Global Atmospheric Research Program).

Resources

Boesen, Victor. *Doing Something About the Weather.* (169)
Bova, Ben. *Man Changes the Weather.* (169)
Ford, Adam. *Weather Watch.* (173)
International Friendship League. (162)
NASA (See Takeoff)
NOAA (See Takeoff)
People-to-People International. (163)

A Future Find

Description/Purpose A time capsule of international objects is assembled; each object is described in several languages and assessed for its universality and/or indigenous character. Students learn about multilingual communication and transnational and multicultural interaction. (ESL)

Materials Writing materials, foreign language dictionaries

Lead-in What is a time capsule?
What items might be found in a time capsule from fifty or one hundred years ago?

Activity Students collect contemporary objects from around the world. (Pictures may also be used—photographs, magazine clippings, or students' drawings.) A brief description is written for each item in as many languages as possible. (International pictographs may also be used; refer to the activity "Signs and Symbols.") Parents and members of the school staff may be asked to contribute and describe objects as well. For each article collected, the class determines its universality and its uniqueness to its place of origin and includes this information in its description.

Culmination: Class members design and assemble a capsule that can hold a selection of the materials collected and be sealed and buried or floated out to sea.

Conclusions If there are any time capsules waiting to be opened in your area, when and why were they made?

Takeoff Students can write stories about the discovery of their time capsule at some point in the future.

Class members can predict what a time capsule for the year 2050 might contain. These forecasts may be included in the class's time capsule.

Resources Foreign language dictionaries
Magazines, photographs

Newswatch

Description/Purpose Students express their informed views of local coverage of international news. Critical thinking and reading skills are developed.

Materials Newspapers, periodicals

Lead-in In this community, how can we learn about international news events?

Activity Students survey as many newspapers and periodicals as possible to find the percentage of general international news coverage in each. (Alternatively, they may follow the coverage of one major international issue.) Students then rate the quality of coverage according to criteria they determine as a class. They can assess television news coverage in a similar way, with teams assigned to monitor each major network's news programs for a week.

Culmination: Students evaluate local coverage of international news and write to local producers and editors to express their commendation or criticism.

Conclusions How well informed about international events can local residents become using local news sources?

Takeoff International coverage in foreign newspapers and magazines can be contrasted with above findings.

Resources European Publishers' Representatives, Inc. (155)

Europe, Magazine of the European Community. (155)

Multinewspapers. (156)

World Press Review. (157)

Note: This activity may be done in conjunction with "News Reviews" (p. 95).

Resource Realities

Description/Purpose This simulation experience focuses on world resources—their uses, their distribution, and our need for them. Students deepen their understanding of humanity's integral role within the world environment.

Materials World political maps, natural resource maps, art supplies for making scenery (paint, cardboard, and so on), small cards

Lead-in How are the world's natural resources distributed?

Which are most necessary for survival?

Which countries have sufficient resources for their people's basic needs, and which do not?

Activity Together, the class lists the resources necessary for human survival. (Ideas should be written on the chalkboard for all to consider.) Each resource suggested is copied onto five small cards or pieces of paper. Next, the class is divided into five groups; each group receives a stack of cards, one card for each resource previously suggested. Each group's task is to arrange the cards in mutually agreed upon order from most to least necessary. (Ten or fifteen minutes should be allowed for this small-group discussion, depending upon the number of resource cards in the stacks.) The groups then share and compare their priorities with the rest of the class.

Next, students each complete in writing their version of the following saga of resource discovery and distribution:

> The long-lost continent of Atlantis has risen from the sea. It is a veritable treasure trove of essential resources needed for the betterment of all the world's people. There are no facilities for processing the vital resources, however, and no means of internal or international transport. Yet the need for the resources is immediate and worldwide. Therefore, each of the world's nations is sending a representative by helicopter to Atlantis next Wednesday to find and agree upon an immediate solution to the major problems of obtaining, transporting, and above all, fairly distributing these resources.

Each student's version of the story should describe the resources, the rugged terrain, the personalities and interaction of the representatives, and the obstacles to obtaining and distributing the resources.

Culmination: The class can select one version of the story of Atlantis, as written by a class member, to dramatize. Using the story chosen for dramatization, the class discusses how the world's resources today relate to Atlantis. Replacing the fictitious names of people, places, and resources with real ones, the class then dramatizes the story.

Conclusions What might be the results of a fairer distribution of the world's natural resources than is now in effect? How might world events be affected, as well as relations among nations, should fairness be achieved?

Takeoff Class can design a simulation game, based on the Atlantis story, that can be won only through cooperation. The game can be designed to be played in person (in small groups or as an entire class) or as a computer simulation game (an engaging challenge for a group of students who are especially interested in programming).

Resources

Almanacs

Atlases

Maps

Greenblatt, Cathy S., and Richard D. Duke. *Gaming-Simulation: Rationale, Design and Applications.* (175)

Livingstone, Samuel A. and Clarice Stohl. *Simulation Games: An Introduction for the Social Studies.* (149)

Nesbitt, William A. *Simulation Games for the Social Studies Classroom.* (143)

International Park Day

Description/Purpose A celebration of leisure-time activities from each of the continents helps develop organizational and communication skills.

Materials Cardboard or shoe boxes, colored paper, glue, paint, brushes

Lead-in Why and how do people have fun around the world?

Do all people have the opportunity for recreation?

Who provides the places and facilities that people use for recreation?

What are some of the most famous parks of the world? Who visits them? What parks have class members personally visited?

Activity Working individually or in small groups, students investigate the leisure-time activities of people in countries on each of the continents. They find out what types of activities are engaged in, by whom, and if possible, how they are supported. Each student then makes a box diorama to show a particular sport or pastime. The dioramas should be classified by type of game illustrated (board game, field game, and so on). Rules for games can be attached to each display if desired.

Culmination: Class chooses a representative selection of activities studied and hosts an "International Park Day" to feature these pastimes at their school or at a local park. (A selection might include, for example, rugby, Chinese exercises, lawn bowling, Go, curling, and so on.) Schoolmates are invited to participate, with class members providing instruction when necessary.

Conclusions How is your community planning for the future leisure time of all its citizens?

How can parks and playgrounds have a more positive effect on people's lives?

How might we bring about a change when needed?

Takeoff Class can make a mural of their favorite parks from foreign lands.

Students may design or build a model of an ideal playground or park. A consensus plan can be adopted by the class and drawn for submission to the local parks commission or community planning board.

Using figures from their country's national parks service, students can chart the demographic breakdown of the visitors to one or more of their national parks.

Resources Grunfeld, Frederic V. *Games of the World.* (175)

Vinton, Iris. *The Folkways Omnibus of Children's Games.* (186)

The Way to Play: The Illustrated Encyclopedia of the Games of the World. The Diagram Group. (186)

Note: This activity may be used in conjunction with "Children's Games of the World" (p. 53).

Menus from Many Places

Description/Purpose Students discover typical foods, cooking methods, and cooking fuels from different ecosystems around the world. Commonalities are stressed, and students link humanity's food habits with environmental factors.

Materials International cookbooks

Lead-in How does where someone lives affect what they eat and how they prepare it?

Activity Students copy recipes from typical mealtime menus from other countries throughout the world. These may be assembled into a class collection entitled "Menus from Many Places." Next, using encyclopedias, maps, and books about the countries represented, students find out where the basic ingredients for each country's recipes are most likely to be grown or produced. They also consider the relationship between cooking methods and fuels traditionally used in the preparation of the dishes.

Culmination: The class plans, prepares, and enjoys a typical meal from a different country on a weekly or monthly basis. Students can make table decorations, menu cards, and placemats and play appropriate background music for each country's meal. (If it is not possible to cook all the dishes at school, some or all may be prepared at home and brought to school, or menus can be distributed and simply tried at home.)

Conclusions How do typical foods and their preparation methods differ among various ecosystems?

As nations become more interdependent and cuisines are exchanged, how might food habits around the world be affected?

Takeoff Each student can make a booklet of recipes of his or her favorite local foods. Illustrations for the booklet might include each food in its harvested form and as it is served. Booklets may be exchanged with students from a corresponding foreign school.

Students can try to develop some "cross-cultural" recipes of their own. Some ideas might include "Mexican Wontons" (wonton noodle squares filled with taco meat mixture, twisted, and deep fried), "Chow Mein Crêpes" (French crêpes filled with chow mein), "Peanut Paté" (chicken livers mixed in blender with peanut butter, fried chopped onion, a little cream, and a dash of curry, then baked just until firm, chilled overnight, and served on crackers or melba rounds), "Sweet Pommes Frites" (french-fried sweet potatoes), or "Polynesian Strudel" (fresh or canned coarsely chopped pineapple, banana slices, and sweetened shredded coconut mixed with a little butter, brown sugar, and cornstarch, then spread between leaves of filo dough and baked). A recipe booklet entitled "Adventures in Cross-cultural Cooking" can be produced.

Using the yellow pages of the local telephone book or addresses from restaurant advertising in national gourmet food magazines, students may write to restaurants that feature other countries' cuisines to request free copies (or photocopies) of their menus. These may be collected in a scrapbook and used as a reference for menu planning throughout the year.

Resources

Borghese, Anita. *Foods from Harvest Festivals and Folk Fairs.* (169)

Borghese, Anita. *The International Cookie Jar Cookbook.* (169)

Cooper, Terry Touf, et al. *Many Hands Cooking.* (171)

Foods of the World series. Time-Life Books. (173)

Hillman, Howard. *The Book of World Cuisines.* (176)

Knopf, Mildred O. *Around the World Cookbook for Young People.* (178)

Kuper, Jessica, ed. *The Anthropologists' Cookbook.* (178)

Munsen, Sylvia. *Cooking the Norwegian Way* (from the Lerner Publishing Co. series, which includes English, Chinese, French, Italian, Japanese, Mexican, and Spanish cooking). (181)

Simoons, Frederick J. *Eat Not This Flesh.* (184)

What's to Eat: And Other Questions Kids Ask About Food. US Department of Agriculture. (187)

Semaphores to Satellites

Description/Purpose The impact on our lives of communication devices throughout history is explored and dramatized. Emphasis is placed on the effects these devices have had upon the interaction of the world's people.

Materials Paints, paper, pencil, tape

Lead-in By what means have people communicated in the past? What new devices aid communication today? Upon which does the business world especially depend?

What changes in communications have occurred from your grandparents' or parents' time to the present?

In terms of relations among countries and peoples of the world, what are the advantages and/or disadvantages of the rapid and increased communications of today?

Activity Class members study and illustrate as many communication devices from the past and present as they can. Illustrations should indicate the inventor(s), the place of origin, date and era of the invention, and any other facts they feel are important.

Culmination: Using this information, class members act out in pantomime a brief historical drama showing landmark events in the field of communications. A narration can be taped, and presentations of the program can be made to other classes or parents' groups.

Conclusions What means of communication bring you closest to others around the world?

How would our lives change without certain types of communication?

What disruptions of communication systems might have the most serious domestic and international consequences today?

Takeoff Students can picture hypothetical scenes from the future of communication around the world.

Individuals or the class as a group can compute and graph the distances and rates at which communication signals travel, using various devices from ancient to modern times.

Resources Adler, Irving and Ruth. *Communication Devices.* (167)

Hogben, Lancelot. *The Wonderful World of Communication.* (176)

Taylor, Paula. "Messages: Sending and Receiving Them," in *The Kid's Whole Future Catalog.* (185)

Worldwide Working

Description/Purpose Students assess the global aspects of a variety of careers and the backgrounds necessary to pursue them.

Materials Job profile forms (see blackline master "Career Interview Profile" (123) for this activity)

Lead-in What persons in our community have careers with international aspects? What kind of education and experience can help prepare a person for an international career?

Activity Using the career profile (see the blackline master "Career Interview Profile"), students interview parents, relatives, and community members about their careers. The completed interview forms can be categorized, if appropriate, and compiled in a binder for class or school-wide reference.

Each student then researches the background of one international figure (such as a government or business leader) and prepares a career profile for that person.

Culmination: Each student selects three career possibilities for him- or herself. In subsequent class discussions, each career is reviewed in terms of its future international potential. Discussion should also include the probable skills, training, and education that might be needed by those who follow these career choices.

Conclusions What might be the advantages and disadvantages of certain international jobs?

In what ways could international events affect certain careers?

Takeoff Class can analyze the largest businesses in their local region in terms of their international ties and applications (such as number of employees or representatives in other countries, foreign goods or services utilized, products produced for foreign markets, or supplies obtained from foreign sources).

Class can hold a "World of Opportunity Career Fair" at which fellow students can obtain information on job opportunities abroad.

Resources *Current Biography.*

Foreign Policy Association: *Guide to Careers in World Affairs.* (161)

Blueprint for Change

Description/Purpose Students research the cause and extent of homelessness in their local region, propose improvements in housing, and share their ideas with the United Nations.

Materials Paper, pencils

Lead-in What housing possibilities exist for people in your local area?

What is the range of housing costs in your region, and how do they compare with those in other areas of your country? With those around the world?

Activity Students investigate housing costs at home and in other places around the world by obtaining local, national, and international data from boards of realtors, builders' associations, or relocation services. The class then looks at the problems of housing among people in their own region. If there are homeless people, where are they found? Students contact local social service agencies to learn the causes and extent of homelessness. The information gathered should be charted or graphed, then discussed in class.

Culmination: Students form a recommendation plan to improve housing conditions in their community. Representatives from the social services and the real estate and building industries, as well as area planning commissioners, may be invited to review the class's "Blueprint for Change." (If officials are too busy to come to school for such a panel, they can write a response, or they can be interviewed by telephone by a student who can then play the part of this person on a classroom panel.) Following the panel's review, the class may wish to reconsider or modify some aspects of their plan.

Conclusions What are some of the ways in which the problems of housing are being addressed in your community? In what ways can you, your classmates, and your families assist?

Takeoff A copy of the plan can be sent to the United Nations, and information can be obtained regarding UN activities concerning homelessness throughout the world. (UN Resolution #71 of the 36th General Assembly Session has designated 1987 the International Year of Shelter for the Homeless.)

Resources Building industry organizations and publications

Local planning boards, social service agencies

Real estate boards

Relocation services

UN Chronicle. (157)

United Nations Center for Human Settlements, P.O. Box 30030, Nairobi, Kenya

United Nations Commission for Human Settlements, 866 United Nations Plaza, Room A-4014, New York, NY 10017

Worldwide Wish Book

Description/Purpose Familiarity with currencies of many countries is furthered through the development of an international "kids' catalog" of commonly enjoyed items. Mathematical computation skills are developed through currency conversion. (ESL, FLS)

Materials Sample store and mail-order catalogs, foreign dictionaries

Lead-in Why do different countries use different currencies?

How are currencies exchanged?

What affects the value of currencies in relation to each other?

Activity Students design their own mail-order catalog picturing items of the greatest interest to those their own age. Prices should be shown in as many foreign currencies as possible as well as in their own. Brief descriptions may be written in foreign languages.

A catalog may feature a particular specialty, such as sports equipment, wearing apparel, school supplies, or games and playthings, or it may have a mix of goods.

Students can periodically revise price lists for their catalogs to note relative fluctuations in currency values.

Conclusions It may have been found that the values of currencies changed frequently. What may have accounted for this?

Takeoff Once a month (or on another basis), students may be given a certain number of facsimile currency units (to equal the same amount such as $100 or £100) with which to "purchase" goods. By keeping track of their purchasing power over time, they can gain an understanding of relative value of foreign currency.

Resources Current foreign exchange rate tables from newspapers

Encyclopedias

Trip Planning

Description/Purpose Students discover the common and the unique elements of places around the world by planning sightseeing trips for their families, comparing transportation modes and costs, and analyzing where people travel and why.

Materials Travel guides, maps, local newspaper travel sections; string (to check routes and measure distances on maps); blackline master "Travel Planner" (124)

Lead-in What must you know to plan a trip?

How can you find out how much a trip will cost?

Where would you most want to go and why?

Activity Students plan a trip to another continent for their families, using more than one mode of transportation for the journey. Using the blackline master for this activity, students compute expenses and plan sightseeing and activities at destinations.

By writing to foreign tourist offices and embassies, students can obtain in-depth information on the history, culture, and sightseeing opportunities of each country to be visited. Next, they condense the information and prepare a briefing booklet for those who might go on such a trip. The book can include photographs, maps, clippings from articles and brochures, as well as routings, schedules, and expenses.

Culmination: Class can graph results for comparison of costs and distances traveled. Also, the average cost of travel, average distance, average duration of all trips planned by class members can be computed.

Conclusions What trips are least expensive? Most expensive? What determines the expense? What criteria do people have for judging a trip's value for them?

Takeoff Before a school vacation, have students publish (mimeograph) a bulletin of ideas for local and distant travel.

Students can write a class play about a class trip (either real or fictional) to a distant place.

Students can present a travelogue to another class.

A travel editor, writer, or agent can be invited to the class to be interviewed by the students.

Class members can chart by continent all the countries ever visited by members of everyone's immediate family. The reasons for these visits can be discussed, and the popularity of destinations can be analyzed.

Resources Atlases

Embassies and tourist offices (231–251)

Globe

Maps

Newspaper travel sections

Official Airline Guides' Travel Planner and Hotel/Motel Guide. (Old copies may be obtained from travel agents or for a nominal per-copy charge from OAG, Inc., 2000 Clearwater Dr., Oak Brook, IL 60521. Schools Circulation Department can be reached by calling 800-323-3537.)

Travel agencies

Travel magazines

World of Adornment—Environmental Design

Description/Purpose The design and decoration of structures the world over is studied and related to the ecological environment and values of their respective regions and cultures.

Materials Art materials for model making (clay, cardboard, papier-mâché, baker's clay, or others); blackline masters "Building Characteristics (Model)" (125) and "Building Characteristics (Actual Building)" (126–127); old magazines to clip (especially *National Geographic*, if available)

Lead-in Why does environmental design vary among different cultures?

What does all environmental design have in common?

Activity Students take partners and, as a pair, build a model either of an existing public structure or of a building of their own design. Any of the materials listed above, or others, can be used. The actual building materials represented as well as the location (real or hypothetical) of the building should be specified on a number tag attached to the model for identification purposes. The outside of the structure should subtly reveal something of what is valued by those who use it. Finished models are set out for display. Then, using the blackline master "Building Characteristics (Model)," the students determine the values expressed by each model.

Next, students collect pictures of buildings from around the world. (The buildings can be famous or ordinary, ancient or modern; again, the clipped photographs should be numbered and the building named, if possible.) For each of the pictured buildings, students complete the blackline master "Building Characteristics (Actual Building)." (Each student can do a few so that all buildings are considered.) The class should then discuss the commonalities among buildings from various parts of the globe. The relation of structure to the environment should be considered, as well as the cultural values expressed by the style and decoration.

Conclusions It has been said that the art of a culture is a yardstick by which its civilization can be measured. From this study of environmental design, what evidence, if any, can be found to support this notion?

Takeoff Students can write biographies of famous architects from around the world, in which they correlate the architects' style with the cultural values of their place and time.

This activity may be done in conjunction with "Dwelling Distinctions," p. 46

This activity may also be done in conjunction with "A World of Faith," p. 96, focusing on religious architecture and architects.

Resources

Architecture magazines

Bourgeois, Jean-Louis, and Carollee Pelos. *Spectacular Vernacular: A New Appreciation of Traditional Desert Architecture.* (169)

Cesarani, Gian Paolo, and Piero Ventura. *Grand Constructions.* (170)

Ericksen, Aase, and Marjorie Wintermute. *Students, Structures, Spaces—Activities in the Built Environment.* (147)

Glubok, Shirley. *The Art of India.* (174)

Hiller, Carl E. *Caves to Cathedrals: Architecture of the World's Great Religions.* (176)

Macauley, David. *Castle.* (180)

Macauley, David. *Cathedral.* (180)

Macauley, David. *Pyramid.* (180)

National Geographic magazines

Rudofsky, Bernard. *Architecture Without Architects.* (183)

Spier, Peter. *People.* (184)

World of Adornment—Personal Styles

Description/Purpose The adornment of people the world over is studied and the relationship between adornment and the ecological environment and cultural values found within regions is analyzed.

Materials Magazines (especially *National Geographic*), glue, large art paper

Lead-in Why does personal style vary among different cultures?

What does all personal adornment have in common?

Activity Students clip pictures from magazines showing current and historical examples of personal adornment by both men and women throughout the world. The pictures should be grouped according to type of adornment to emphasize the common purposes and basic techniques of personal adornment among all peoples. A separate collage can be made from each of the following groupings of adornments: jewelry, coiffeurs (including men's tonsorial styling), garments, footwear, accessories (such as belts, neckwear, bags), headwear (such as hats, veils, turbans), and cosmetics (such as makeup, body paint, tattoos). Care should be taken to point out the similarities among adornments of various cultures; even the most seemingly exotic can be shown to have common modern counterparts in many cultures throughout the world.

A discussion should follow the assembly and viewing of the collages. Points to consider might include the following: what the wearer might have intended to convey to others through wearing the specific personal adornments he or she chose; the values of a culture that can be gleaned from observing the manner in which its people style themselves; and how fashion can reflect the sharing of styles among different cultures (evidenced particularly well in post-Renaissance Europe and in some modern fashion trends).

Conclusions It has been said that the art of a culture is a yardstick by which its civilization can be measured. From this study of personal adornment and style, what evidence, if any, can be found to support this notion?

Takeoff This activity may be done in conjunction with *World of Adornment—Environmental Design*, p. 86.

Resources Filstrip, Chris and Jane. *Bedazzled: The Story of Beads.* (173)

Morris, Desmond. *Manwatching: A Field Guide to Human Behavior.* (181)

National Geographic and other magazines; foreign fashion magazines

Spier, Peter. *People.* (184)

Reliance Alliance

Description/Purpose Students seek local signs of world trade interdependence, thereby gaining an understanding of transnational interactions.

Materials Blackline masters "Local Import Report" (128) and "Local Export Report" (129)

Lead-in What are the basic resources a country needs for its people? To what extent can specific countries meet these needs alone? What can be gained or lost by doing so?

Activity Students conduct a shopping search to find foreign-made goods at local stores and shopping centers. The items and their origins should be noted on the blackline master "Local Import Report."

Next, class members survey local producers of goods and note their exports on the "Local Export Report" form.

Culmination: Using this background information, groups of students hypothesize the chain of events and probable local, national, and international consequences if disruptions occurred in the supply, manufacture, and distribution of local or international resources. Questions such as the following, but reflecting local circumstances, can be posed: What if there were a prolonged national transport strike? What if the Panama Canal (or other major sea passage) were closed? What if storms reduced the world's sugar cane (or other) crop by half? What if oil prices tripled? Students can then dramatize a meeting of their local or regional chamber of commerce as it attempts to deal with such a crisis.

Conclusions What role does world trade play in world affairs, local employment, and local attitudes?

Takeoff Class can make a "world web" map: using threads of different colors pinned to a world map to connect trading partners, they can show the routes of major goods traded.

Resources Almanac

Encyclopedias

Local and regional chamber of commerce publications

Place Name Games

Description/Purpose Students make board games designed to take players on world "trips" using a variety of available maps (old and modern), atlases, and longitudinal and latitudinal coordinates. Students develop geographical skills, such as reading maps and applying terminology, and math computational skills in the use of scale.

Materials Tagboard or cardboard, paints, felt pens, other art materials as needed; dice, objects for markers; atlases, histories of mapmaking and exploration; blackline master "Board Game Formats and Matrices" (130)

Lead-in How are places named?

How and why do place names change? Give examples.

Activity Individuals, partners, or groups make board games based on geographic information from a wide range of sources (see resources below for ideas). Places can be from a combination of eras (for example, Sparta, Belgian Congo, Zimbabwe) or all from a given era (Mesopotamia, Euphrates, Tigris). Using examples of board game matrices (see blackline master for this activity) or other known games, students design games to take players "around the world." For example, for a game showing places and events in 1492, a maze game could be drawn on a map of the landforms then known to explorers. Clues or questions could refer to places as designated then and/or to cultural characteristics, conditions, notable people, and events of the time. Placement of game pieces could be determined by use of a longitudinal/latitudinal coordinate grid.

Culmination: Class members play the games. Class can invite other classes to try the games. Class can exhibit games at "Family Game Night" or open house.

Conclusions What are the causes of changes in maps?

How can period maps help us learn about the people and lifestyles of earlier times?

Takeoff Students can read adventures of historic and modern explorers (Marco Polo, Columbus, Byrd, current adventurers).

Class can write biographies of notables (explorers, leaders, inventors) of favorite historical periods.

Resources Atlases—current and outdated

Avedon, Elliott M., and Brian Sutton-Smith. *The Study of Games* (teacher reference to excerpt for students).

Bell, R. C. *The Board Game Book.* (168)

Kurian, George Thomas. *World Data: The World Almanac Gazetteer.* (166)

McEvedy, Colin and Sarah. *The Atlas of World History.*

Parlett, David. *Botticelli and Beyond: Over One Hundred of the World's Best Word Games* (Note: Though not a board game, Botticelli can be easily adapted to geographic locations and makes a good readiness activity for "Place Name Games.") (182)

Severn, Bill. *Place Words.* (184)

Stewart, George R. *Names on the Globe* (origins of place names).

The Way to Play. The Diagram Group. (186)

Getting into Government

Description/Purpose Students analyze a variety of governments, proceeding from student body government through local and national governments, and experiment with different types of government for class organization. The activity encourages leadership skill development, an understanding of actors on the world stage, and the importance of citizen participation in world affairs. Writing, reading, and reference/study skills are developed.

Materials Almanacs, encyclopedias

Lead-in How are the students in this school governed?

If the school has a constitution or bylaws, what are their intentions and meanings?

How is your school government similar to or different from that of others you know?

Activity Class writes letters to student leaders at other schools to obtain information about their student governments. Comparisons with local and national governments are discussed. Using almanacs and other resource books, each student then researches the governments of a number of foreign countries. Following independent research and note taking, the class discusses labels for different types of governments and charts them accordingly.

Culmination: For short periods (an hour or a day, perhaps), the class functions under different governing systems. At the end of each period, students evaluate results, comparing experiences and feelings.

Conclusions In what ways are all governments alike? How are they unlike each other?

In what ways can diverse examples of the same type of government differ?

What are some of the advantages and disadvantages for leaders and citizens under various systems of governance?

Takeoff Individual students may choose their preferred nation under each type of government and explain to the class their reasons for choosing these countries.

The class can suggest ways to start or improve their school's government.

A local, county, or state government representative can be invited to class for an interview on issues important to the class.

The class can visit their local, county, or state capitol or offices to observe a legislative session.

Resources Almanacs

Books about individual countries, such as the Franklin Watts *We Live in* _____ books for Australia, Britain, China, Denmark, France, India, Israel, Italy, New Zealand, and Spain. (186)

Countries of the World and Their Leaders Yearbook. Gale Research Co. (171)

Goode, Stephen. *Eurocommunism.* (174)

Handbook of the Nations. National Foreign Assessment Center. (175)

Who Goes There?

Description/Purpose International tourist data is collected and used to evaluate the impact of tourism on the world economy. Data analysis and reference/study skills are developed.

Materials Almanacs

Lead-in What affect can travel have on a country's economy and why?

Activity Using tables in the almanac, students construct a graph that reflects the countries visited by travelers from their country as well as the amounts of money spent by these tourists in each country. They calculate what percentage of their country's foreign expenditures these figures represent.

Culmination: Using figures from previous years, students can make posters or charts showing changes in tourist travel and expenditures.

Conclusions When graphs are completed, class members discuss such questions as the following: What factors might cause changes in these statistics? How might a change affect the world economy? How might a change in the world economy affect these statistics? Is world tourism beneficial to all economies? How is tourism promoted?

Takeoff This activity may be done in conjunction with any or all of the following: "Trip Planning" (85); "Getting There from Here" (70); "Airflow" (54).

Resources
Almanacs
Atlases
Encyclopedias
Magazines (especially travel magazines)
Newspapers
Travel agencies

Signs and Symbols

Description/Purpose Recognizing signs and symbols as an international means of communication, students put on a schoolground adventure rally using only signs and symbols for clues. Organizational and communication skills are developed.

Materials Paper, pencils, felt pens, tagboard

Lead-in What are some signs and symbols that are universally understood? Why are these necessary or helpful? Who uses them?

Activity A dictionary of international signs and symbols is compiled by class members. Sections might include science, music, math, mapping, and travel.

Culmination: Each half of the class plans a "Round the School Rally" for the other half of the class to follow. Signs and symbols from their class dictionary as well as any others they choose to design are used as directional clues for the rally course. Participants are given starting times and compete for the shortest completion time. Each rally-organizing group can plan required activities at each checkpoint, if desired. (Such activities might include computing a math problem, humming a tune, or performing a physical exercise, instructions for which are given in symbols only.) Each checkpoint should be staffed so that participants' completions can be verified on an "official" rally card. (A symbol for each checkpoint can be designed; "rubber stamps" cut from potatoes or carrots and dipped into food coloring "ink" can be used for stamping.)

Conclusions What are the characteristics of the most effective symbols?

What has brought about the necessity for internationally understood signs and symbols throughout the world? Where in the world might they be *most* necessary?

Takeoff Class designs one version of their rally that other classes from the school could follow.

Class designs a music rally for another class or sister school, using help from a high school music student and/or a district music teacher. At rally stations participants may be required to clap a written rhythmic pattern, hum a series of notes, write down the notes for a given tune, and so on.

Resources Dreyfuss, Henry. *Symbol Sourcebook: An Authoritative Guide to International Graphic Symbols.* (172)

Fun With Chinese Characters. The Straits Times Collection. (174)

Helfman, Elizabeth. *Blissymbolics: Speaking Without Speech.* (176)

Helfman, Elizabeth. *Signs and Symbols Around the World.* (176)

Lubell, Winifred and Cecil. *Picture Signs and Symbols.* (179)

Modley, Rudolf, and William R. Myers. *Handbook of Pictorial Symbols.* (181)

Myller, Rolf. *Symbols and Their Meanings.* (181)

Note: This activity may be done in conjunction with "World Flag" (p. 100).

Energy Alternatives

Description/Purpose Positive and negative aspects of various energy resources are studied as the basis for recommended future UN energy policies. Students develop greater awareness of ecological realities and alternative futures.

Materials Almanacs, encyclopedia, newspapers, periodicals

Lead-in What are the major forms of energy presently in use around the world? What are some of the concerns regarding the use of each?

Activity Class members act as lobbyists before a fictitious World Energy Forum established by the United Nations to make recommendations for energy use in the twenty-first century. Two groups representing the negative and positive aspects of various energy resources—nuclear, solar, geothermal, wind, coal, petroleum, and so on—make presentations before the rest of the class, who constitute the forum. Rules for the debate, such as order of presentation, time limits, and so on, should be decided by the total group beforehand.

Culmination: The World Energy Forum convenes. Debate is heard, and policy recommendations for the UN are decided by the class. If desired, conclusions may be communicated to the UN.

Conclusions What difficulties were met in making decisions?

How were compromises effected?

How are these energy issues currently being addressed by the UN?

Takeoff Students can calculate and compare per capita energy consumption for two or more nations on each continent.

Resources

Asimov, Isaac. *How Did We Find Out About Solar Power?* (168)
Catherall, Ed. *Solar Power.* (170)
Golden, Augusta. *Geothermal Energy: A Hot Prospect.* (174)
Goode, Stephen. *The Nuclear Energy Controversy.* (174)
Hyde, Margaret O. *Energy: The New Look.* (177)
Kraft, Betsy Harvey. *Oil and Natural Gas.* (178)
Kraft, Betsy Harvey. *Coal.* (178)
McDonald, Lucile. *Windmills.* (180)
Metos, Thomas H., and Gary Bitter. *Exploring with Solar Energy.* (180)
Piper, Allan. *Oil.* (182)
Taylor, Paula. *The Kid's Whole Future Catalog.* (185)
UN Statistical Office (164)
Weiss, Ann E. *The Nuclear Question.* (186)
World Almanac
Yearbook of World Energy Statistics
Encyclopedias

News Reviews

Description/Purpose Class produces recaps or "documentaries" of international events, issues, and decisions that have a bearing on their lives. In so doing, they realize the importance of transnational interactions and the impact of the various actors on the world stage.

Materials Paper, pencils, mimeograph materials

Lead-in What is the role of the news media in today's world?

How do news publications—and programming—differ?

Activity Class members bring in as many different newspapers and news magazines as possible on a consistent basis throughout the year. Each week the students review the major world events as covered by these publications and by television network programming. They should note the slant, prominence or emphasis, and amount of coverage devoted to the major current issues.

Culmination: On the last week of each month the class becomes an international news information agency. They write, edit, and publish by any duplicating process an update of the top world affairs stories of the month. Their publication can include original cartoons, word puzzles, quizzes, and other activities, all related to articles they have written. Students should be allowed editorial freedom to express their reactions and recommendations as they relate to underlying issues, such as human rights, responsibilities of leaders and citizens, government policy, and so on. They can distribute issues (or offer subscriptions to defray costs, if permissible) to other classes, teachers, and parents.

Conclusions In the class's opinion, what slant or bias, if any, is evidenced by their own news coverage?

Takeoff The students' news reviews can be presented in documentary format for live or videotaped presentation.

Students can chart or graph the number of column inches and/or amount of air time devoted to particular issues by the various news media over a period of time such as a week or a month.

Resources Newspapers

News magazines

Wolverton, Ruth and Mike. *The News Media.* (187)

Journalism: The Merit Badge Series. Boy Scouts of America. (177)

A World of Faith

Description/Purpose An analysis of the commonalities and differences among the world's major religions conveys an understanding of the international influence of religious groups.

PS Will the topic of religion in general be a sensitive one for anyone involved? Care should be taken to keep an objective view of all religions.

Materials Paper, paints, pencils, and chart paper; blackline master "World of Faith Notesheet" (131)

Lead-in What function does religion have in people's lives?

How and why do religions vary?

What roles do the major religions play in world affairs?

Activity The class invites community religious leaders to come to the classroom to be interviewed. In advance of their visits, the leaders are given student-prepared questions to address concerning the major elements of their religion as well as its role in world affairs. Also included in the interviews should be such topics of interest as the religion's major holy days and celebrations, places of worship, prayers, holy artifacts, code of behavior, and fellowship and/or world assistance projects. Any faiths not represented in the community should be researched by mail: questions can be written in a letter and sent to a center of that faith. (If none can be found listed in a telephone book for the local region, the address of the national headquarters may be found in an almanac.) Using the blackline master for this activity, students take notes on each religion during the interviews. Later, during class discussion, notes are compiled into a comparative chart.

Culmination: Students can make a "Religions of the World" mural emphasizing the commonalities among religions. The mural might depict, for example, people from around the world positioned for prayer in a variety of ways, a representative sample of religious symbols and architecture from around the world, or religious creeds inscribed in calligraphy. Designs from the mural may also be used on the cover of a calendar of world holidays and celebrations for the year, to be used in the classroom.

Conclusions What provisions are made for religious freedom in the constitution of your country? In the United Nations *Universal Declaration of Human Rights*?

What purpose does religion serve in the lives of people everywhere?

Takeoff Students can graph total world membership of the major religions and compare local and national membership figures to those represented by the graph.

Students can find out how and why followers of different religious groups sometimes clash. They can present short reports on instances of religious conflict throughout history and share their thoughts on how they might have been more effectively and speedily resolved.

Resources *Atlas of Mankind.* Rand McNally.

Bates, Sylvia. *Religions of the World.* (168)

Berger, Gilda. *Religion: A Reference First Book.* (169)

Hiller, Carl E. *Caves to Cathedrals: Architecture of the World's Great Religions.* (176)

World's Great Religions: Special Edition for Young Readers. Life series.

Designing Dances

Description/Purpose Students interpret music from other cultures through art and movement, correlating music and dance rhythms. In doing so, they gain an appreciation of cross-cultural communication through the universal languages of music and dance.

Materials Paper, paints, and brushes; a variety of recorded music from many cultures (students can be asked to bring in records and tapes from home); overhead projector

Lead-in How does music and dance link the world's people?

What role does music play in our daily lives?

Activity While listening to selections of music from other cultures, students paint patterns in color and shape on large paper. Patterns are compared and the feelings evoked are shared in class discussion. Students also look at the differences and similarities among patterns created as various types of music are played.

Next, individually or in groups, students try out arm movements, then leg movements, then other body movements to express the patterns they have painted. They then draw a series of stick figures and/or symbols to record all their movement sequences. They may then try out one another's movement notations to the appropriate pieces of music. Students' notation/dance codes are compared for their clarity of communication.

Culmination: Each student composes a dance, records it in his or her own dance code, and shares it with the rest of the class using an overhead projector.

Conclusions What can be communicated uniquely through music and dance?

How does music and dance transcend other language?

Takeoff Students can notate a current popular dance.

If computers are available, students can write programs for computer-generated dances using icons or other symbolic notation to indicate specific movements.

Folk dances from other countries may be notated and/or performed.

Resources Laban, Rudolf. *Laban's Principles of Dance and Movement.*

Laban, Rudolf. *The Language of Movement: A Guidebook to Choreutics.*

Laban, Rudolf. *Mastery of Movement.*

Note: This activity may be done in conjunction with "International Revue" (p. 33).

Planning for People

Description/Purpose An analysis of population trends and their impact on future food needs throughout the world encourages students to link present ecological realities with alternative futures.

Materials Tagboard, paints, other poster-making supplies; blackline masters "Current and Projected Population" (132) and "Food Development Assistance Planning Paper" (133)

Lead-in What current worldwide population trends can be seen today? How might these trends affect world food needs in the future?

Activity The class assumes the role of an imaginary study commission for the United Nations, whose task it is to plan for needed food development assistance over the next decade.

Using the blackline master "Current and Projected Population" and almanacs, students record current population data for a variety of countries and compute projected data for those countries. (Selection of countries, made by the class, should be representative of major third-world or developing nations as well as those of the major power blocs.)

The class then prepares posters illustrating the information they have gathered for display in class or in the school library.

Next, the classroom commission investigates food imports and exports from key countries throughout the world (again, a representative selection) and charts that data on the blackline master "Food Development Assistance Planning Paper." Using all the data gathered, the commission then prepares a written recommendation to the United Nations for agricultural and food planning. In its "Recommended Food Development Assistance Plan" the commission outlines the areas in which assistance will be needed over the next ten years. The class reports may be sent to the United Nations Food and Agriculture Organization (address below) for comment, if desired.

Conclusions What were the most striking similarities and contrasts found among the countries studied?

How might a better informed public help further our country's contribution to world food development policy?

Takeoff This activity may be done in conjunction with "A Piece of Cake," p. 22.

Resources

Countries of the World. Gale Research Co. (171)

Handbook of Nations. National Foreign Assessment Center. (175)

Kerrod, Robin. *The World of Tomorrow.* (178)

Otero, George C., Jr. *Teaching About Population Growth.* (150)

Otero, George C., Jr. *Teaching About Population Issues.* (150)

Population Reference Bureau, 2213 M Street, NW, Washington, DC 20037

Stwertka, Eve and Albert. *Population, Growth, Change and Impact.* (185)

UN Food and Agriculture Organization, Via delle Terme di Caracalla, 00100 Rome, Italy

UN *Monthly Bulletin of Statistics*

World almanacs (*Information Please Almanac* has most specific data required for the activity)

World Atlas of the Child. World Bank. (166)

World Future Society, 4916 St. Elmo Avenue, Bethesda, MD 20814-5089

World Flag

Description/Purpose Students create an original flag to represent all nations. Art and design skills are developed, and symbolic communication is explored.

Materials Drawing and painting supplies

Lead-in What are some of the symbols used to represent countries?

What symbols signify universality?

Activity Using symbols currently in usage or those of their own design, students each design an original flag for the world.

Culmination: The flags are displayed in the classroom.

Conclusions What symbols were most effective in communicating such ideas as unity, universality, diversity?

How does the United Nations flag differ from those designed in class?

Takeoff Students can design a classroom flag that symbolizes their combined national and cultural heritage.

A new national flag can be designed to show the rich cultural plurality of the nation.

Resources Almanacs

Encyclopedias

Inglefield, Eric. *Flags.* (177)

Dreyfuss, Henry. *Symbol Sourcebook: An Authoritative Guide to International Graphic Symbols.* (172)

Talocci, Mauro. *Guide to Flags of the World.* (185)

Note: This activity may be done in conjunction with "Signs and Symbols" (p. 93) or "World Flag Quilt" (p. 64).

Sports Figuring

Description/Purpose Math computation skills are developed using international sports data.

Materials Paper, pencils, graph paper

Lead-in How can sports competitions strengthen ties among countries?

Activity For practice in math computation skills and data analysis, students compare international sports data. For example, the percentage of change in record times can be computed; the number of events won by each country in an international competition or meet can be graphed; the changes in records over the history of a sport can be calculated; and so on. If computers are available, students may write programs to compare data in these or many other ways.

Conclusions Are there any trends discernible from the data gathered? For example, which countries take the lead most often in the various events?

Takeoff The Olympic Games foster world friendship in many ways. Students can discuss these ways, as well as any changes in the Games that could bring about improvement in world friendship.

Students can write the International Olympic Committee (Chateau de Vidy, CH-1007 Lausanne, Switzerland) to find out about any changes planned for coming Games that might improve relations among competitors.

Resources Almanacs

Encyclopedias

Guinness Book of World Records

McWhirter, Norris. *Guinness: The Stories Behind the Records.* (180)

Note: This activity can be done in conjunction with "Global Gatherings" (p. 104).

UN Delegates and Dilemmas

Description/Purpose Students gain insight into the delegates and the issues confronting them at the UN and learn how these issues relate to people's lives throughout the world. Writing, speaking, and logical thinking skills are developed.

Materials Paper, pencils

Lead-in Who are the people who represent the world's countries at the United Nations?

What do UN delegates and representatives do?

What functions do the various UN organizations serve?

Activity Class members write to the United Nations (Office of Public Information, United Nations, New York, NY 10017) for biographical profiles on current UN ambassadors and delegates as well as information on issues under discussion. News articles and materials pertaining to the UN and its activities may also be gathered and reviewed in class. From the information they obtain, students compile a scrapbook of brief profiles of ambassadors and delegates from as many countries as possible.

Culmination: The class chooses one or more issues under current discussion at the UN that have a bearing on their lives in some way. Groups are formed to research and discuss all aspects of these current issues, working toward the goal of a class consensus of opinion. Later, the class's conclusions may be compared with those actually arrived at by UN representatives.

Conclusions What dilemmas face UN delegates today? What problems have they dealt with in the past? Which among these are, or have been, the greatest?

Takeoff A mural can be made to depict highlights of UN history or to show the work of the various UN organizations.

Resources Almanacs

Newspapers, news magazines

Readers' Guide to Periodical Literature

UN Chronicle (from the United Nations). (157)

UN films (on loan from above address)

World Eagle. (153)

Counterparts

Description/Purpose An investigation into the common experiences of youngsters throughout the world fosters an understanding of universal human experiences. Students gain skills in data analysis and writing.

Materials Letter-writing supplies; blackline masters "Counterparts Sample Letter" (134) and "Counterparts Questionnaire" (135–136)

Lead-in What are the common characteristics of forty-year-old people anywhere in the world? What about youngsters your age?

Activity Class writes to foreign diplomatic or tourist offices to obtain information about typical boys and girls their own age in other countries throughout the world.

The blackline masters for this activity may be used as sample letter and questionnaire guides; the class can modify them as they wish.

Data is to be compiled as it is received. (Students should be sure to send a thank-you letter to each of the persons completing the questionnaire.) Comparisons may be made and graphed.

Culmination: Students compose a written profile of a child their age anywhere, discussing and writing essays about the generalities they discover.

Conclusions What preconceptions about youngsters your age from other parts of the world were dispelled by this study?

Takeoff Students can exchange letters with penpals in other countries, then discuss and compare the characteristics of these individuals with those of the fictitious "typical" youngsters.

Students can paint portraits of the fictitious youngsters as they envision them. These portraits can then be glued (with or without completed questionnaires paired with them) to a long strip of chart paper to make a mural.

Resources Embassies and tourist offices (231–251)

Global Gatherings

Description/Purpose Students plan and participate in an international event for their class or school. Communication and organizational skills are gained, and students' awareness of multicultural interactions is enhanced.

Lead-in What types of events attract or require a worldwide audience? Which of these kinds of events have been attended by people we know?

Activity Students pose questions to people they know who have attended world gatherings such as sporting events, international trade shows or conferences, and so on. They learn from the attendees how these events were put together, which countries were represented, the activities presented at the gatherings, and the strengths and shortcomings of the events from the viewpoints of the participants.

Next, students plan an international event for the school. It might be a gradewide or schoolwide Olympics, art fair, film festival, or trade fair. Each participant or class as a group can represent a country; the activities should parallel those of an actual event of the type chosen. Students should create entry forms, tickets, everything necessary to make the event as "official" as possible. An event committee can be organized to handle publicity, correspondence (on "official" stationery), equipment and facility organization, and so on.

Culmination: The event is held and then evaluated by the organizers and the participants.

Conclusions Discuss the advantages of international exchanges such as those organized by the class.

What things must be assured for a successful global gathering?

Takeoff Read and discuss with the class selections from Robert Silverberg's *World's Fair, 1992.*

Resources Allwood, John. *The Great Exhibitions.* (167)

Hilton, Suzanne. *Here Today and Gone Tomorrow.* (176)

Silverberg, Robert. *World's Fair, 1992.* (184)

Cross-Happenings

Description/Purpose A look at the relationship, if any, of concurrent events in world history develops logical thinking and awareness of transnational interactions.

Lead-in Do historical events have effects beyond their own region?

Activity For any historical events or eras the class is studying they find events taking place in other countries or in another part of the world at those same times. Students compare the events and evaluate the extent to which any one of them may have affected another.

Conclusions In what ways may concurrent but distant events in world history relate to one another?

Takeoff Students can write a hypothetical timeline for the era of the *Crosscultural Space Colony* activity (p. 24) that shows what might be going on around the world while the Crosscultural Space Colony is being constructed.

Resources

Almanacs

Encyclopedias

Grun, Bernard. *The Timetables of History: A Horizontal Linkage of People and Events.* (175)

Hessel, Milton. *Man's Journey Through Time: The Important Events in Each Area of the Earth in Each Period of History.* (176)

Note: This activity can be done in conjunction with "Partnerships and Pacts" activity (p. 69).

Globe Theatre Productions

Description/Purpose Students experiment with several dramatic styles from around the world. In doing so, they analyze differences and similarities among dramatic art forms and develop language and communication skills.

Materials Pictures of dramatic styles from drama resource books; supplies for scenery and costumes

Lead-in How does drama function in the transmission of culture? Or, more simply, what does drama do for people in a society?

What are some different forms of drama from around the world?

Activity To develop dramatic awareness, dramatic warm-up exercises may be used. For example, emotions can be pantomimed—happiness, sadness, grumpiness, agitation, fright, anger, contentment, frustration, and so on. Simple stories can be acted without words.

Next, using films, slides, and pictures, class members find examples of several styles of drama used throughout history from around the world: classical Greek drama, Shakespearean theatre, modern musical light opera, grand opera, pantomime theatre, Chinese finger puppetry, Japanese Kabuki theatre, and so on.

Culmination: Class members act out well-known folktales in several different dramatic styles.

Conclusions How do the different styles of drama change the feeling of the plays or stories? What do these styles indicate about the cultures from which they come? What do they have in common?

Takeoff Students may write an original class play or dramatize a favorite story in a dramatic style they especially liked.

Resources

Dramatics Magazine. International Thespian Society. (155)

Judy, Susan J., and Stephen Judy. *Putting On A Play: A Guide to Writing and Producing Neighborhood Drama*. (177)

Kamerman, Sylvia E., ed. *Dramatized Folktales of the World: A Collection of Fifty One-Act Plays*. (177)

Korty, Carol. *Plays from African Folktales: With Ideas For Acting, Dance, Costumes and Music*. (178)

Nolan, Paul T. *Folk Tale Plays 'Round The World*. (181)

Powers, Bill. *Behind the Scenes of a Broadway Musical*. (182)

Stolzenberg, Mark. *Exploring Mime*. (184)

Note: This activity can be used in conjunction with "The Message of Folktales" (p. 25).

Conflict Consultation Corps

Description/Purpose Conflicts—ranging from interpersonal to international—and their possible resolutions are explored. Critical thinking and writing skills are developed.

PS Some personal family conflicts may not be suitable for class discussions.

Materials Writing materials, colored chalk

Lead-in What is conflict?

What kinds of conflict are there?

How do you resolve your conflicts at home and school?

How do nations resolve their conflicts?

Activity Drawing from personal experiences and from what they know of world affairs, students cite as many examples of conflicts as possible. These are recorded on the chalkboard and then grouped into four categories: personal, group, national, and international. Examples might include types of playground conflicts (equipment, territories, possessions), family conflicts (household responsibilities, sibling rivalries, territories), national conflicts (civil rights, states' rights, political issues), and international conflicts (political, territorial, human rights). To highlight the commonality among their basic causes, the conflicts may be color coded within the four categories if colored chalk is available.

Students then watch at home a variety of television programs and note for later class discussion the types of conflicts and resolutions shown.

Culmination: Class members role play common home and school conflicts to demonstrate the most effective ways of dealing with them. Next, the class devises a "Conflict Resolution Guide" for use in students' everyday confrontations. (This can be written in the form of stated guidelines or as a flowchart.) If the guide proves helpful, class members can demonstrate its methods to other classes and/or suggest that the school adopt it as an appendix to the school rules.

Conclusions What examples of conflict resolution can be observed currently in use around the world? What other methods might help in specific situations?

Takeoff A computer program can be written to illustrate branching for an on-line decision-making guide to conflict resolution or for a conflict-resolution game.

Students can make an "Earth Wars and Pieces of Peace" chart to illustrate the periods of war and peace throughout history.

Resources *Choices: A Unit on Conflict and Nuclear War*. National Education Association. (170)

Forman, James D. *That Mad Game: War and the Choices of Peace*. (174)

Grun, Bernard. *The Timetables of History*. (175)

Hessel, Milton. *Man's Journey Through Time: The Important Events in Each Area of the Earth in Each Period of History*. (176)

Otero, George. *Conflict Activity Cards*. (181)

Perspectives: A Teaching Guide to Concepts of Peace. Educators for Social Responsibility.

Schmidt, Fran and Alice Friedman. *Creative Conflict Solving for Kids* (kit). (151)

Stein, R. Conrad. *World at War: Hiroshima*. (184)

Networking the World

Description/Purpose Students organize and publish an international newsletter and/or arrange a chain of communication with other classes around the world. Organization, planning, and writing skills are developed.

Materials Schools directories, pen pal associations (listed in the Organizations part of the Resources section)

Lead-in What would you most like to know about the lives of children elsewhere? (List ideas class would like to explore with children from their own country as well as from other countries. Homes, dress, recreation, weather, school subjects and activities, favorite foods, and world issues may be among them.)

Activity Each student selects a pen pal or a school with which to begin a correspondence that will become the nucleus of a world newsletter. Students' letters may include questions about the above areas of interest, photographs, and an invitation to the correspondent to participate in a world newsletter. From the replies received, students compile and "publish" (mimeograph) a newsletter to be distributed to participating schools. Sponsorships or donations of production materials and postage may be obtained; the network can be as large or small as the class desires and resources allow. If school administration allows, a per copy subscription fee can be requested of each recipient of the newsletter to defray costs. Class can compute foreign exchange when charges are made and foreign payments collected.

Culmination: The class publishes and distributes the newsletters. The class can also prepare and send press releases to local media regarding their networking projects.

Conclusions Network participants can be surveyed to assess the value of the newsletter.

How may the newsletter be continued (over vacations, next year)? How can it be expanded?

Takeoff Photographs received from correspondents can be tagged to a world map and displayed in the classroom or school library.

A scrapbook of envelopes received from correspondents can be made.

A schoolchildren's international chain of telephone calls around the world (in small, affordable increments for each participating class) can be devised, initiated, and followed by mail.

The class can visit a local newspaper publisher to learn about large-scale telecommunications.

Resources

Claiborne, Robert. *The Birth of Writing.* (171)

International Friendship League, Inc. (162)

Journalism. Boy Scouts of America. (177)

Newsom, D. Earl. *The Newspaper: Everything You Need to Know to Make It in the Newspaper Business.*

People-to-People International. (163)

Sister Cities International. (163)

Tchudi, Susan and Stephen. *The Young Writer's Handbook: A Practical Guide for the Beginner Who Is Serious About Writing.* (185)

Tusan, Stan. *Girls and Boys Write a Letter Book.*

BLACKLINE MASTERS

A clash of doctrines is not a disaster—it is an opportunity.
ALFRED NORTH WHITEHEAD

Family Global Ties of _____

Reporter / Interviewer: _____

Family's Origins

Member	From	Date

Elements of Ethnic Culture Retained by Family

What	From
Foods:	
Customs:	
Organizational memberships and activities:	

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The World of Folktales

List the titles and countries of origin of any examples of the following types of folktales you have read. Note the names and characteristics of the heroes, heroines, and villains as well as the lesson to be learned from the tale.

TYPE OF TALE AND NAME	COUNTRY OF ORIGIN	HERO(INE)/VILLAIN AND CHARACTERISTICS	LESSON OF THE TALE
Tales of magic (e.g., Cinderella)			
Tales of trickery (e.g., Anansi tales)			
Tales of wee folk (fairies, trolls, elves, gnomes, pixies, etc.— e.g., Rumpelstiltskin)			
Animal tales (e.g., Henny Penny)			
Tales of witches, ghouls, and devils (e.g., Baba Yaga)			
Droll tales— simpletons and wastrels (e.g., Jack and the Beanstalk)			
Explanation tales (e.g., How the Leopard Got Its Spots)			
Morality tales (e.g., The Tortoise and the Hare)			

Classification of tale types is based on *World Folktales: A Scribner Resource Collection*, by Atelia Clarkson and Gilbert B. Cross. (New York: Charles Scribner's Sons, 1980).

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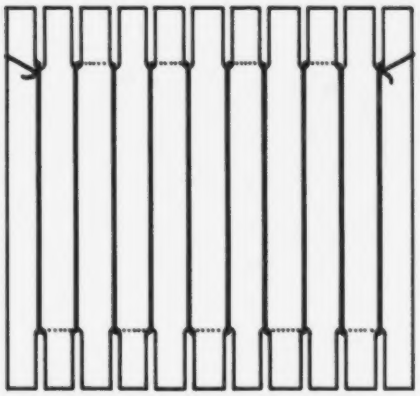
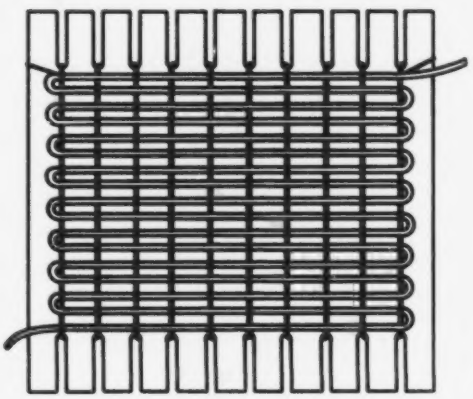
A Common Thread

Make a simple loom from a square or rectangular piece of heavy cardboard measuring 8 to 12 inches on a side. Diagram A shows how to put on the warp thread, and diagram B shows weaving with the weft thread.



(A) Make ½-inch slits at evenly spaced intervals across the top and bottom of the piece of cardboard. (The slits can be as far apart as ½ inch for heavy materials and easy weaving or as close as ⅛ inch for finer threads and weaving.) Tie warp thread around cardboard slit at one end and thread it over the length of the cardboard, under the opposite slit and across the back of the cardboard to the next slit, up through that slit and across the cardboard to the opposite slit, and so on to the last slit. Tie the thread around the last slit.

*Tie ends around these cardboard slits to secure warp thread.



(B) Interlace the weft thread(s) as shown for a simple weave, or use patterns of interlacement found in the weaving samples you examined.

(C) To remove the weaving from the cardboard, if desired, cut the ends of the warp threads where they wrap around each end of the cardboard, and tie the top and bottom threads together as a pair. (This will hold the weft in place.) The result will be fringing on both ends. Be sure to tie the beginning and ending thread ends with their adjacent fringe pairs.

**Tuck ends back in with the next, or the last, row.

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Native Mores and Communication Habits

Eyes Natives focus only on hands of one another while communicating.
They close eyes if someone looks directly at their eyes.
Eye contact with others is strictly avoided.

Face Natives are always smiling, even in displeasure or consternation.

Hands Chin flick means no.
Ear touch means yes.
Nose tap means friendly warning.
Natives point with whole hand to indicate directions.

Fingers Fingers crossed connotes friendship.
Fingers spread connotes enmity.

Body Back turned to listener means "follow me".
Bow from the waist means "leave" or "good-bye".

Other Males do not gesture to females, and females do not gesture to males.
Food and drink are served to blonds first.
Natives group together closely when fearful.

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World of Food in My Kitchen

Complete the following chart for each foreign food or food product you can find in your kitchen. If products are not labeled, make a reasonable guess about their origin (a supermarket or produce manager may be able to help) and label your guess "(?)".

Food or Food Product Found	Name and Location of Producer or Manufacturer	Name and Location of Supplier or Distributor	Probable Route from Point of Origin to Local Destination	Possible or Probable Means of Transport

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Structo

The basis for this game is a divided square as shown below. The first column on the left is filled with building component words (as in example below). Letters are then selected at random and entered in the boxes on the top row. The object of the game is to fill the squares with the names of materials from any ecosystem for each building component. Points can be scored for each correct answer, with a bonus of 10 points for a completely filled game grid. Game is best played by small opposing teams.

Example:

	T	B	S
floor	tile	brick	slate
roof	thatch	boards	shingle
walls	timber	bison hides	sand-stone

Variations:

1. Prepare cards and play as Bingo.
2. For a greater challenge, play by featuring styles of architecture throughout the ages, or add more building components and letters.

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Ecoshelter

Prepare situation cards, each giving an ecosystem and a season—for example, tundra/spring, rain forest/summer. The class is divided into two groups, A and B. Each student in group A is given a situation card and draws a picture of a dwelling that could be made from natural materials in that ecosystem at that time of year. Each student in group B receives one of group A's pictures and must identify correctly the ecosystem and season it represents. One point is deducted for each inaccuracy in any illustration, as judged by a fairness referee or panel. One point is awarded for each correct identification. The object of the game is to score as many points for the group as possible. For following rounds groups can be reversed or mixed.

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Computer Connections

In each square below, fill in the names of your schoolmates or members of their families who fit the descriptions.

Owns a personal computer	Has used a computer printout	Has taken a computer class
Sells computers	Works for a computer firm	Receives a computer-prepared paycheck
Has used a bank computer—an automatic teller machine (ATM)	Repairs computers	Has programmed a computer

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Suggested Form for Pollution Patrol Link Letter

Dear _____,

Through this linking letter (see note below),
I have joined the International Pollution Patrol,
which started at ___(name of school, address, date)___.
I want you to join, too, to help us fight pollution.

Within seven days after you receive this letter, find
a pollution problem in your area that you can help with,
then send your idea to both the class who started this and
to the person named at the top of the list below. Drop that name
off the list and add yours to the bottom. Then copy this
letter and send it to three friends. Ask them to do the
same, and please do not break the link. (If you do not want
to participate, please send this letter back to me.)
In four weeks, if all goes well, you will receive
81 letters!

Thanks from everyone, especially me,

_____
(Student's name)

(First Name on List)
Street Address
City/Town, State zip

(Second Name on List)
Street Address
City/Town, State zip

(Third Name on List)
Street Address
City/Town, State zip

(Note: At this writing, this type of linking or so-called "chain" letter is allowed by the US Postal Service if it contains no money or other objects. To ensure current legality, teachers may wish to check with local postal authorities.)

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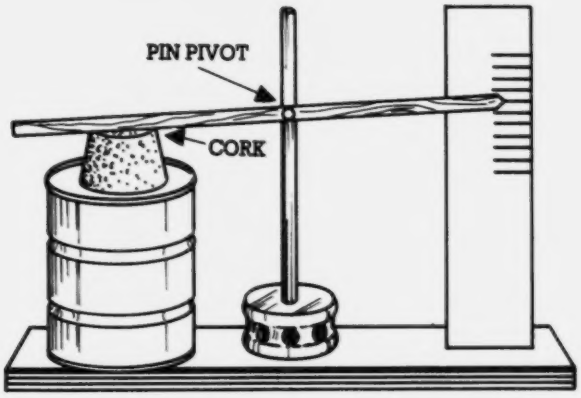
Weather Station Equipment

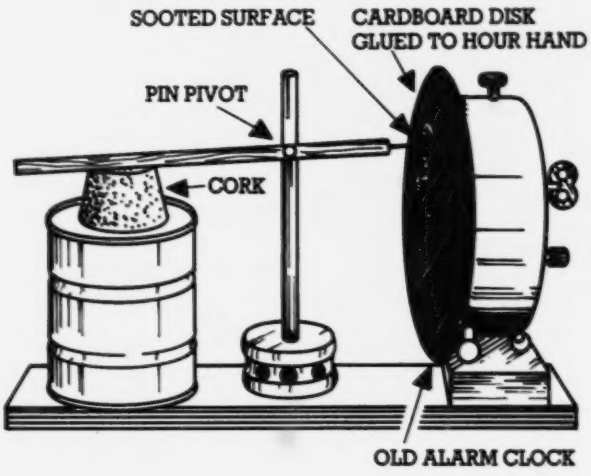
MILK CAN BAROMETER



PROCEDURE: Use clean, dry evaporated milk can with the holes soldered shut or sealed with gum or candle wax. Place can on wood base, and glue cork to the top of can. Glue Tinkertoy hub to the right of can. Insert stick in hub. Use a pin to attach balsa strip to stick, making sure it moves freely. (Strip rests on cork.) Place a cardboard scale (can be calibrated by using a manufactured barometer) behind end of balsa strip. As air pressure increases or decreases the can top will depress or expand accordingly, causing the balsa strip to rise or fall on the scale.

MATERIALS: Wood base, 3 in. by 10 in. • Small cork • Tinkertoy hub and stick • Balsa strip, ⅛ in. by ⅛ in. by 12 in. • Glue and pin • Evaporated milk can

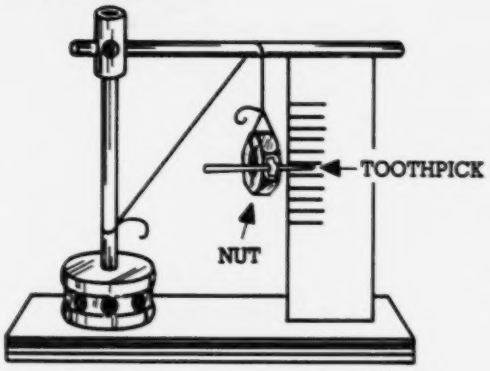
BAROGRAPH



PROCEDURE: Follow directions given above for milk can and balsa strip. Remove the minute hand from the clock, and glue manila disk on the hour hand. Teacher should cover the disk with soot from the smoke of a candle flame carefully so as not to ignite the disk. Place the clock so that the end point of the balsa strip will make a tracing in the soot on the disk. Barometric changes will be recorded over a 12-hour period.

MATERIALS: Add to above list an old but working alarm clock and a manila or cardboard disk, the size of the clockface.

HAIR HYGROMETER



PROCEDURE: Tie a long, clean hair to the post and drape over the top bar. Glue a round toothpick to a steel nut, and tie to the end of the hair, as a weight and pointer, as shown. Make a cardboard scale to stand behind the pointer to indicate air moisture's effect on hair. Each day note position of pointer on scale, which will vary according to the humidity, and make a corresponding notch on the scale.

MATERIALS: Tinkertoy or wood stand, as shown • Long, clean hair • Round toothpick • Steel nut • Cardboard • Glue

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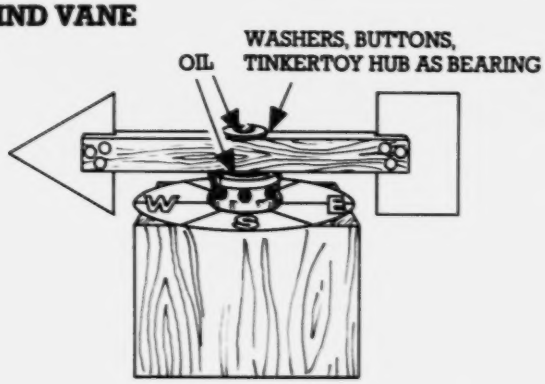
RAIN GAUGE

PROCEDURE: Place small jar inside larger one. Put funnel in the mouth of small jar, as shown. Place equipment in an open area, and wire it to a short stake, if possible. With a 4-inch funnel, 4 inches of water collected in the bottle means 1 inch of rain per square inch of surface. Therefore, 1 inch of rain in the small bottle means ¼ inch of rainfall.

MATERIALS: 2-in.-diameter bottle (e.g., green olive bottle) • 4-in. funnel (top diameter) • 1-gal. jar (e.g., restaurant mayonnaise jar) • Wire and stake

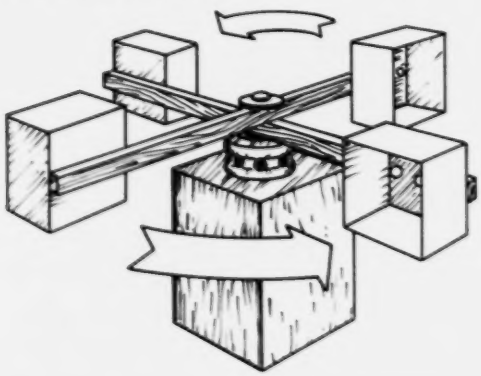
WIND VANE



PROCEDURE: Slit with a sharp knife the (¼" × 1" × 12") ends of a flat stick, and mark the midpoint of the length. Cut a 3-inch triangle from a milk carton for the pointer and a rectangle for the tail of the vane. Place pointer and tail in slits and hold in place with fine tacks. Drill a hole through center of the stick at midpoint, and secure to the base with nail and washers, as shown, so that vane rotates freely. Place vane outside on compass card (called a *rose*) marked with the points of direction, painted on cardboard in class, to indicate wind directions. Record wind changes.

MATERIALS: Milk carton • Wood base • Flat stick • Nail and washers • Fine tacks • Glue and oil • Hand drill and small bit • Tinkertoy hub

CUP ANEMOMETER



PROCEDURE: Cross two sticks at midpoint, and drill a hole through their cross point. Put a nail through the hole, then through the Tinkertoy hub to allow free turning; nail into wooden base. Cut off bottoms of four milk cartons to make cups. Tack the milk carton cups onto ends of sticks as shown. Wind speed can be calculated in number of rotations of the cups per minute and hour.

MATERIALS: Quart-size milk cartons • Flat sticks • Tacks • Tinkertoy hub • Finishing nail • Wood base • Glue • Hand drill and small bit

(Note: These projects are adapted from *A Sourcebook for Elementary Science*, by Elizabeth B. Hone, Alexander Joseph, and Edward Victor (Paul F. Brandwein, ed.) California State Series, published by the California Department of Education, Sacramento, CA. 1967. © Harcourt Brace and World, Inc., 1962.)

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The Week's Weather

LOCAL

	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
Temperature (high/low)							
Atmospheric condition							
Barometric pressure							
Precipitation in inches							
Wind speed							
Wind direction							

NATIONAL (select cities from a variety of climactic regions)

TEMPERATURES (HIGH/LOW) AND ATMOSPHERIC CONDITIONS

	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
Metro 1: _____							
Metro 2: _____							
Metro 3: _____							
Metro 4: _____							

INTERNATIONAL

London							
Tokyo							
New Delhi							
Toronto							
Johannesburg							
Sydney							
Moscow							
Los Angeles							
Buenos Aires							
Other: _____							

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Career Interview Profile

Name of Interviewee _____

Job Title _____

Company _____

A. Job Description:

B. Education Background:

C. Application of School Studies to Present Work:

1. Language (reading, writing, spelling)
2. Mathematics
3. Science
4. History
5. Geography
6. Arts
7. Physical Education
8. Foreign Language

D. Global Involvement of Firm Employing this Person:

1. Personnel/Labor
2. Services
3. Materials
4. Communication

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Travel Planner

Name(s) of travelers _____

Departure date _____ Return date _____

Destination:

Distance (departure to return):

Means of transportation:

Interests (sights, activities):

Expenses:

Lodging:

Meals:

Other:

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Building Characteristics (Model)

NAME _____

Model Number _____

What is the building used for?

Ornamentation:

Degree (how much is there?):

Type (functional/decorative?):

Proportion (in relation to building):

Cultural or societal values conveyed:

Site:

Where and how is the building situated?

Relation of site to use:

Relation of site to construction materials used:

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Building Characteristics (Actual Building)

NAME _____

Building Number _____

Name of Building _____

Location _____
(city, state or province, nation)

Purpose _____

I. Looking at the Exterior

A. Site

1. Characteristics of the site (e.g., level, hilly, parklike, crowded commercial):

2. How does the site complement or detract from the building?

B. Ornamentation

1. Materials used: indigenous, precious?

2. Degree (how much is there?):

3. Type (functional/decorative):

4. Proportion (size in relation to building dimensions):

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C. Structure

1. Materials used (support structure, finishing or facade):

2. Source of materials (local, distant):

3. Architectural style (if known):

D. Size/Proportion

1. In relation to neighboring buildings:

2. In relation to the people who use the building:

II. Looking at the Interior

A. Basic internal structure—purely functional or decorative?

B. Interior decor—briefly describe notable features of wall coverings, floor coverings, window treatments, furnishings, art objects, and so on:

III. What is Conveyed

A. Do the exterior and the interior work together to convey a singular impression?

B. What is the impression they convey?

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Local Import Report

Location: Name and Type of Store	Description of Item	Country of Origin

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Local Export Report

Company Name and Type of Business	Goods Exported	Market Destination

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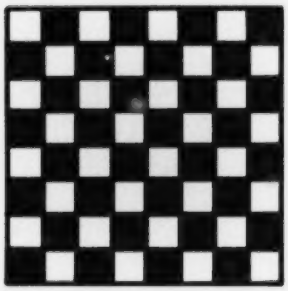
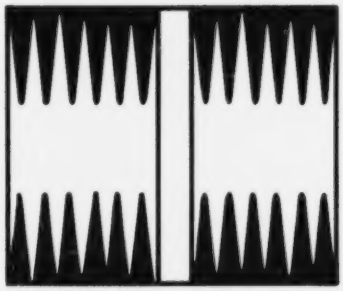
Board Game Formats and Matrices

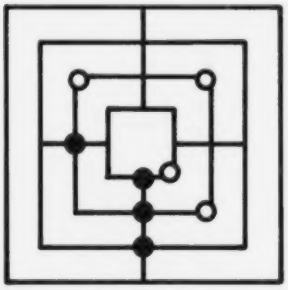
Strategy Games:



1. Chess/checkers

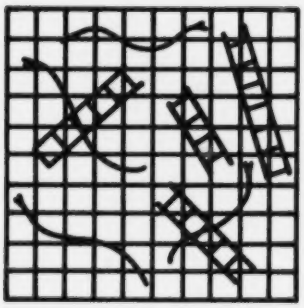


2. Backgammon



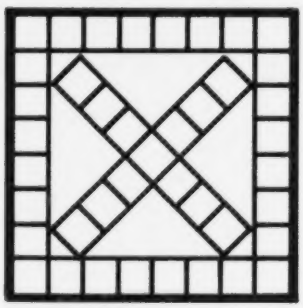
3. Nine Men's Morris

Track Games:

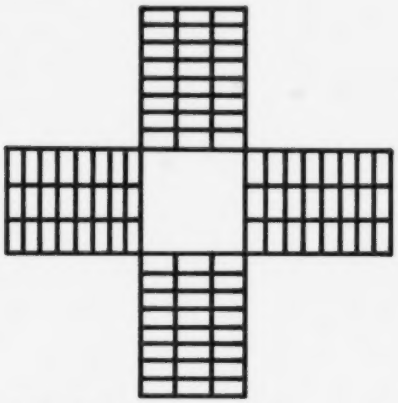


4. Snakes and Ladders

Jumping Games:

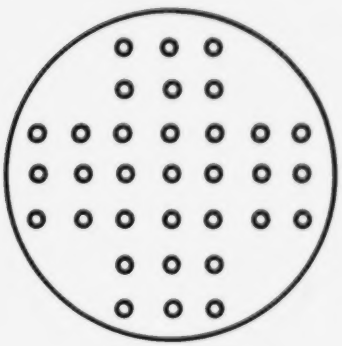


5. Chinesenspiel

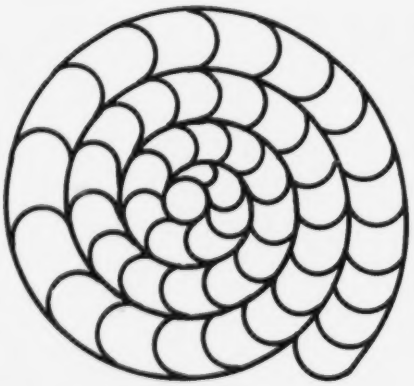


6. Pachisi

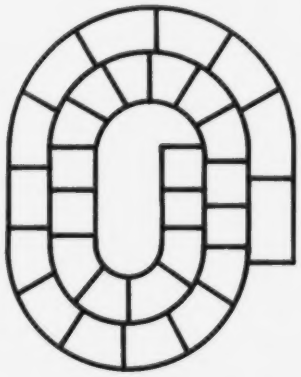
Count and Capture Games:



7. Fox and Geese



8. Game of Goose



9. Game of Human Life

From *Games of the World*, by Frederic V. Grunfeld (New York: Holt, Rinehart and Winston, 1975).

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World of Faith Notesheet

Religion (circle):

Buddhism, Christianity, Confuciansim, Hinduism, Islam, Judaism, Shintoism, Taoism

Basic creed, code of behavior

Holy book or writings

Main prayers

Places of worship

Holy days, festivals, celebrations

Fellowship, world assistance projects

Other

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Current and Projected Population

Country	Avg. Annual Growth Rate	Current Population	Density/ Sq. Mile	Pop. in 1 yr.	Pop. in 2 yrs.	Pop. in 3 yrs.	Pop. in 4 yrs.	Pop. in 5 yrs.	Pop. in 10 yrs.	Pop. in 20 yrs.

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Food Development Assistance Planning Paper

Country	Foods Imported	Amount (tons)/ (value)	Foods Exported	Amount (tons)/ (value)	Recommendations for Food/Agricultural Self-Reliance

Counterparts Sample Letter

(Return address:)

_____ (School name)

_____ (Address)

_____

_____

_____ (Date)

_____ (Embassy or Office of Tourism)

_____ (Address)

_____

_____

Dear Sir or Madam:

For a school project, my class is attempting to find out the similarities among _____-year-olds throughout the world.

Would you please help us by completing the enclosed questionnaire? You can return it to me in the enclosed self-addressed stamped envelope. I will appreciate any further information you may wish to add as well.

Thank you very much for your help. My classmates and I hope to hear from you as soon as possible.

Sincerely,

_____ (Name)

_____ (Class, room number)

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Counterparts Questionnaire

(Name and return address of person completing this questionnaire:)

_____

_____

_____

We understand that each _____-year-old person in your home country is unique, but we would like to know how, generally speaking, a present-day, typical _____-year-old boy or girl lives in your country.

Could you therefore please take a few minutes to make up a fictional (but fairly typical) description of a _____-year-old boy or girl and answer the following questions about him or her? Thank you.

Child's name _____ **(Boy or girl?** _____**)**
(first) **(last)**

Residence: Location _____
(name of town, locality, or city/country)

Type of residence _____
(home, apartment, other—please describe)

Parents' names and occupations: Father _____ **Job** _____

Mother _____ **Job** _____

Others residing in home: number of brothers _____, **sisters** _____, **grandparents** _____,

others _____, **pets (describe):** _____

Responsibilities at home and to the family (please describe typical chores and responsibilities):

_____

_____

Schooling: Type of school attended _____

Grade level _____

Total probable years of schooling before completion of studies _____

What this child may hope to become when grown:

_____

How this child will gain the skills necessary for this job:

_____

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A description of present school and typical school day:

_____

_____

Daily life: **Clothing is homemade** _____ **or bought at** _____

Food—favorite meal at home (describe): _____

Favorite snack-type foods enjoyed, if any: _____

Work outside the home—job, if any: _____ **if paid, how much?** _____

How earned money is spent: _____

Recreation—favorite things to do or play with in free time:

_____

Things child especially likes to do with his or her friends:

_____

Culture: **Child's favorite kind of music:** _____

Traditions the child most enjoys: _____

Religion and place of worship: _____

Frequency of worship (how often): _____

Duration of worship (how long): _____

Any other details about this child's life: _____

Thank you very much for your help in this project. Would you also complete these general questions?

How might things be different for a child of the opposite sex?

_____

About what percentage of children this age live in cities or towns? _____% **In rural areas?** _____%

What is the approximate average family size in your country? _____ **persons**

What is the average per capita income? _____ **per year.**

Again, our sincere appreciation for your time and efforts on our behalf.

_____ (Class)

_____ (School)

_____ (Address)

_____

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Global Education Year's Planning Sheet for 19__ to 19__

Class: _____ Period: _____

Main topics, subjects, or curricular themes upon which to develop global perspective: _____

_____

Aspects of globalism, world affairs, multicultural topics that could relate to main topic(s), subject(s), or curricular theme(s): _____

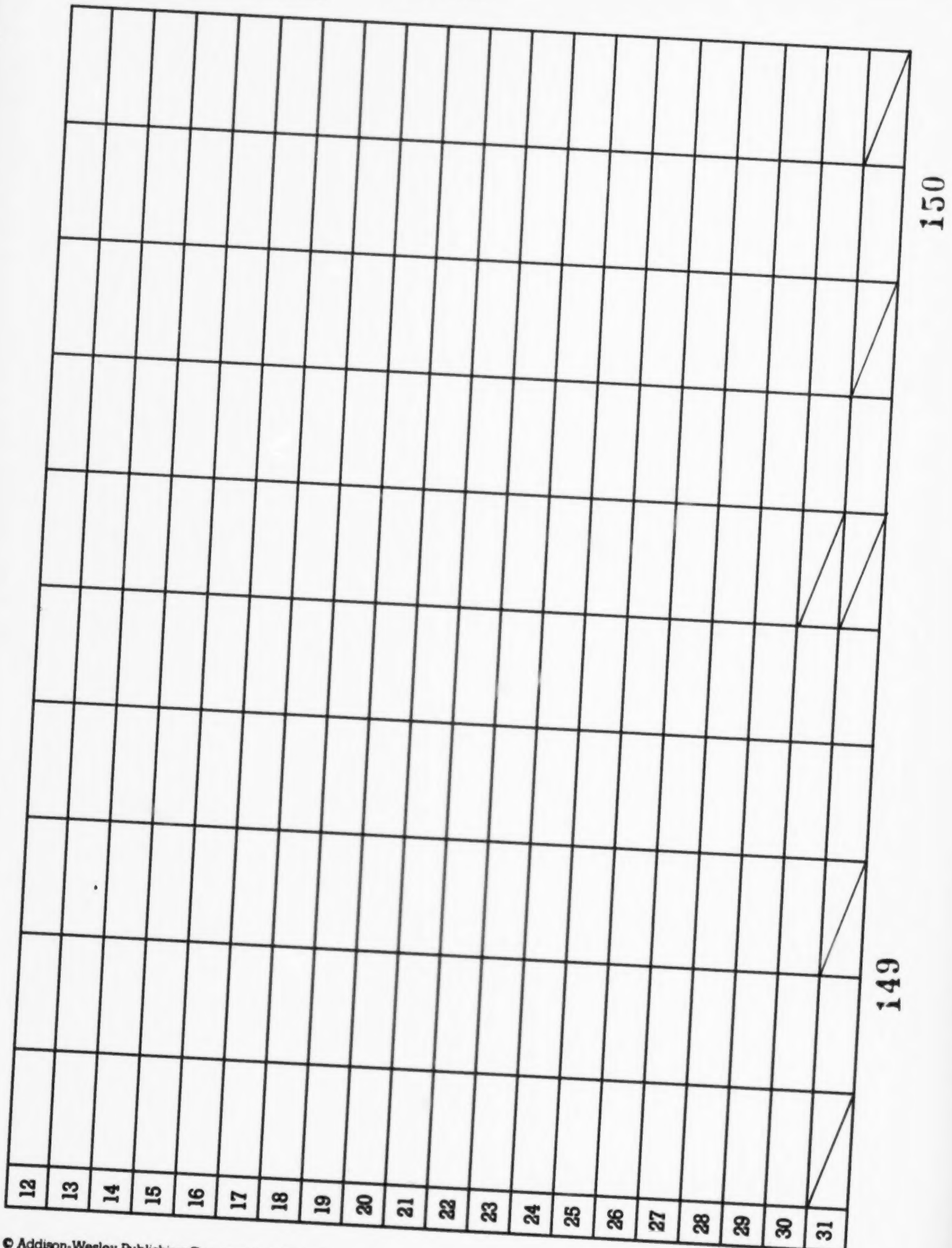
_____

Worldways activities that relate to above (note page numbers): (See curriculum correlation chart on p. 208) _____

_____

Preliminary time plan for coverage of selected *Worldways* activities: (Indicate dates and name of activity planned for coverage during that period)

DAY	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										



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RESOURCES

By nature, [people] are nearly alike; by practice, they get to be wide apart.

CONFUCIUS

GENERAL THEORY

Becker, James M., ed. *Schooling for a Global Age.* New York: McGraw-Hill Book Company, 1979.

A superb collection of papers addressing the definition, value, and future of global education, as well as obstacles in the path of implementation. This book is part of the background materials gathered for A Study of Schooling in the United States, funded by the US Office of Education and by numerous private foundations. Contributors include Lee Anderson, Charlotte Anderson, Judith V. Torney, David C. King, Kenneth A. Tye, and others. The book provides an overview of the purpose, issues, and direction of global education in the United States.

Branson, Margaret Stimman, and Judith Torney-Purta, eds. *International Human Rights, Society, and the Schools.* National Council for the Social Studies, Bulletin 68. Washington, DC: 1982.

An invaluable guide for those involved in teaching about international human rights or in protecting the rights of youth. Offers a broad-based rationale, helpful instructional guidelines, creative teaching strategies, and student and teacher resources.

The Elements: Educating for World Security. New York: Network to Educate for World Security (777 United Nations Plaza, New York, NY 10017), 1981.

This series of papers focusing on educational solutions to disarmament includes a sampling of worldwide educational efforts and an administrative model. The network's goal is "education that builds trust, seeks new understandings of security and stimulates responsible action to promote the transformation of the international system." Level of material ranges from kindergarten through graduate school and adult education.

Global Education: A Personal Experience Kit. Arlington, VA: American Association of School Administrators (1801 North Moore Street, Arlington VA 22209), 1982.

An audiovisual program (tapes, slides, and manual) designed to help administrators implement global education in their districts. Useful for teacher and parent education. Handbook covers the need for global education, the relation of global interdependence and community affairs, a workable program to infuse current curricula with a global perspective, student surveys of knowledge of global facts, sample letter to parents, and global education resources, including publications, organizations, and an extensive list of foreign embassies in the United States.

"Global Perspectives Education." Special issue of *Education Research Quarterly,* Vol. 8, No. 1 (June 1983). Published by University of Southern California, School of Education, Waite Phillips Hall, 703D, Los Angeles, CA 90089-0031.

This special issue of *ERQ* provides both an introduction to the field and a practical handbook for educators interested in initiating or improving global perspective programs. Articles focus on conceptual issues, propose an educational agenda for global perspectives education, and describe global per-

Note: Current addresses and telephone numbers for major publishers can be obtained through library reference services or from *Literary Market Place, The Directory of American Book Publishing* (New York: R. R. Bowker Company, published annually) or *Books in Print* (New York: R. R. Bowker Company, published annually).

spectives projects in curriculum development, preservice training, in-service programs, and research efforts.

Heater, Derek. *Human Rights Education in Schools: Concepts, Attitudes and Skills.* Strasbourg, France: Council of Europe, School Education Division (BP 431 R6-67006, Strasbourg, Cedex, France), 1984.

This revised study is a 30-page didactic treatise on the evolution over time of the concept of human rights, with attention to the developments that have had important implications for educators. The introduction focuses on problems concerning the concept—and neglect—of human rights, over the last three centuries. It is only in this decade, the author points out, that writings on human rights have prospered. Subsequent concerns of the study include suitable objectives for a course in human rights; the major concepts (justice, equality, freedom, self-determination); approaches to fostering an appreciation of proper values and attitudes within students; and ways to encourage the application of intellectual skills to proper action.

Hicks, David and Charles Townley, eds. *Teaching World Studies: An Introduction to Global Perspectives in the Classroom.* London and New York: Longman, 1982.

Covers the introduction of global perspectives into secondary teaching and higher education; an excellent resource for teachers and teacher educators on the philosophy, problems, and methods of global approaches to education.

The International Bill of Human Rights. Glen Ellen, CA: Entwhistle Books, 1981.

Briefly reviews developments leading up to the UN Universal Declaration of Human Rights and the Covenants on Civil and Political Rights and Economic, Social, and Cultural Rights. Included are major excerpts from the Charter of the United Nations, the European Convention on Human Rights, the American Convention on Human Rights, and the Helsinki Accord.

International Education: Values and Perspectives on Four Human Rights. Washington, DC: American Federation of Teachers (555 New Jersey Ave., NW, Washington, DC 20001), 1982.

A training guide for use in teacher centers and in in-service training by all teachers, not just those in the social sciences. The book is intended as a "beginning effort to encourage teachers to take an interest in 'things' international by discussing the down-to-earth issues in the human struggle for human freedoms." The four rights referred to in the title are the right to due process and a fair trial, freedom of association, freedom of the press, and the right to vote.

King, Edith W. *The World: Context for Teaching in the Elementary School.* Dubuque, IA: William C. Brown, 1971.

A sourcebook featuring methods and materials for teaching with a global perspective through music and art; use of the world in teaching the language arts and social sciences; and use of the local community to develop a worldwide sense of community. Ideas and methods are current, though some of the sources may not be.

Kinghorn, Jon Rye. *Handbook for Global Education: A Working Manual.* Education in a World of Rapid Change series. Dayton, OH: Charles F. Kettering Foundation (5335 Far Hills Avenue, Dayton, OH 45429), 1977.

This manual is designed to help K–12 teachers and others plan and conduct a special learning experience in the area of global education. Provides a step-by-step guide for directing a "We Agree" workshop in global education based on consensus methods. Can be used with students, colleagues, parents, or civic or religious groups.

Kinghorn, Jon Rye. *A Guide to Four Essential Themes—Global Realities.* Education in a World of Rapid Change series. Dayton, OH: Charles F. Kettering Foundation (address above), 1982.

This staff-development guide emphasizes four themes that underlie education in a world of rapid change: valuing diversity; recognizing the interconnectedness of the modern world; developing the capacity for effective working relationships; and gaining knowledge of current world conditions, situations, and trends.

Kinghorn, Jon Rye. *Clinical Workshop for School Improvement.* Education in a World of Rapid Change series. Dayton, OH: Charles F. Kettering Foundation (address above), 1982.

This guide is for school staffs who wish to increase their effectiveness in a world of rapid change. Helps teachers clarify what is to be taught, how it is to be taught, and what future needs may bring.

Laquer, Walter, and Barry Rubin, eds. *The Human Rights Reader: A Unique Sourcebook and Documentary History on the Issues of Human Rights.* New York: New American Library, 1979.

A comprehensive collection of international human rights documents useful as a classroom reference.

Mehlinger, Howard D., et al. *Global Studies for American Schools.* Washington, DC: National Education Association, 1979.

Mehlinger and others from the Global Studies Project at the Indiana University Social Studies Development Center put together this useful, concise volume to provide a rationale for global studies, to share a sampling of lessons based on the themes developed by the Global Studies Project, and to provide a guide to evaluation and resources for teaching global studies. The aim of the Global Studies Project is to provide a global studies alternative to existing world geography and world studies textbooks in junior high schools. It focuses on six themes or units: The Planet Earth in a Global Age; Families in a Global Age; Communicating in a Global Age; Food and Energy in a Global Age; Working in a Global Age; and Human Rights in a Global Age.

Nesbitt, William A. *Simulation Games for the Social Studies Classroom.* New York: Foreign Policy Association (205 Lexington Avenue, New York, NY 10016), 1971.

Defines simulations, explains their value in education, and gives references for many classic games of conflict resolution, with an emphasis on cross-cultural and global interdependence issues.

Nesbitt, William A., Norman Abramowitz, and Charles Bloomstein. *Teaching Youth About Conflict and War.* Washington, DC: National Council for the Social Studies, 1973.

Beginning with a review of some of the historical, philosophical, sociological, economic, biological, psychological, moral, and ethical factors involved in war, the authors relate the meaning and means of controlling conflicts from playground fights to Doomsday warring. Also included are the guidelines for an experimental study in intergroup conflict and cooperation, suggested units on war and peace topics, a simulation game of conflict and cooperation involving an oil dispute, and resources for teachers and students interested in exploring the topic further.

O'Connor, Edmund. *World Studies in the European Classroom.* Strasbourg, France: Council of Europe, Council for Cultural Cooperation, 1980. (Available in the United States from Manhattan Publishing Co., 80 Brook Street, P.O. Box 650, Croton, NY 10520.)

Arguing for the introduction and consolidation of a world dimension in secondary school curricula, this book indicates various strategies and approaches for implementation of such a dimension and lists themes, topics, and teaching methods. Excellent resource for American educators interested in what is being done in European schools.

Remy, Richard C., James A. Nathan, James M. Becker, and Judith V. Torney. *International Learning and International Education in a Global Age.* National Council for the Social Studies, Bulletin 47. Washington, DC: 1975.

The authors discuss research on political learning during childhood and adolescence, alternative views of the world, and the design of a world studies program. An appendix containing a world studies bibliography and guidelines for world studies makes this a good source of background information.

Smith, Elise C., and Louise Fibert Luce, eds. *Toward Internationalism: Readings in Cross-Cultural Communication.* Rowley, MA: Newbury House Publishers, 1979.

This selection of readings provides valuable background material for cross-cultural study. Readings include an analysis of Thai behavior and values as compared with corresponding values in other societies; an American-Korean comparative study examining the subjective meanings of words as extensions of cultural assumptions; a descriptive analysis and comparison of Japanese and American styles of communication; an examination of house and home styles in several different societies; and a study of the problems posed for Peace Corps volunteers in Africa by nonverbal communication.

Stokes, Bruce. *Helping Ourselves—Local Solutions to Global Problems.* New York: W. W. Norton and Company, 1981.

The author, a member of the Worldwatch Institute in Washington, DC, argues that the solutions to problems like incessant inflation, tightening energy supplies, and environmental deterioration lie not so much at the bureaucratic or expert level as at the local level. His suggestions for empowering ourselves to solve these problems are well worth consideration and discussion at the high-school level.

INSTRUCTIONAL MATERIALS AND TEACHER RESOURCES

African Studies: Curriculum-Related Handouts for Teachers. Urbana, IL: University of Illinois, African Studies Program, Spring/Summer, 1982. (Available from Louise Crane, Outreach Co-ordinator, African Studies Program, 1208 West California, #101, Urbana, IL 61801.)

The African Studies Program at the University of Illinois at Urbana-Champaign has developed some excellent resource activities to use at all levels for African education. These are among them.

Ahl, David H. *Computer in Science and Social Studies: A Sourcebook of Ideas.* Morris Plains, NJ: Creative Computing Press (39 East Hanover Avenue, Morris Plains, NJ 07950), 1983.

Ideas for using computer simulations in the classroom and descriptions of simulations in ecology, energy, and population. Includes programs written in BASIC.

Austin, Mary C., and Esther C. Jenkins. *Promoting World Understanding Through Literature, K–8.* Littleton, CO: Libraries Unlimited, 1983.

The preface of this book states, "Prejudice is an acquired value fertilized and developed through ignorance, but it can be dissipated partially by sharing the heritage and values of others through multiethnic literature. In this volume the authors have tried to suggest literature and ways of introducing it in the classroom." Extensive annotated bibliographies of multiethnic books for children and adults are invaluable. Special sections are devoted to Blacks and Afro-Americans, Mexicans and Mexican-Americans, and Native North Americans, both Indians and Eskimos. Also included is a section on shaping a multiethnic literature program and encouraging students' responses to such reading.

The Australian Connection, 50 Deep Meadow Lane, P.O. Box 341, Danville, CA 94526.

Source of the wonderful *McArthur's Corrective Map of the World* (with the world "upside down"—hemispheres reversed—from the usual Mercator view), books, and other curriculum materials from "down under."

Bafá Bafá: A Cross-Cultural Simulation. (Available from Simile II, Box 910, Del Mar, CA 92014, or Social Studies School Service, 10,000 Culver Boulevard, Room Y21, P.O. Box 802, Culver City, CA 90230-0802.)

In this game students are divided into two cultures—the Alpha culture, which is warm, friendly, and patriarchal, and the Beta culture, which is foreign speaking and task oriented. Moving from one culture to the other, observers have to cope with the strangeness of foreign customs. The resulting experience of bewilderment and confusion, which can lead to intolerance and hostility, is analyzed and discussed so participants can understand the reasons for each culture's behavior. For grades 8–12. Rafá Rafá, a less complex version of the game, is available for grades 4–8.

Barnet, Judith. *Global Rescue: Simulation Games on Global Issues.* (Available from JGames, Box 276, Barnstable, MA 02630 Ph. (617) 362-6979.)

Three computer simulation games relating to issues of hunger, community planning, and budget resource allocation.

Batchelder, Donald, and Elizabeth G. Warner. *Beyond Experience—The Experiential Approach to Cross-Cultural Education.* Washington, DC: The Experiment in International Living in cooperation with the Society for Intercultural Education, Training and Research, Georgetown University (Washington, DC 20051), 1977.

This discussion of cross-cultural and experiential education provides exercises to enhance cross-cultural exchange and understanding as well as the development of global sensitivity. Appropriate for grades 5–12.

Berlitz, Charles. *Native Tongues.* New York: Grosset and Dunlap, 1982.

A fascinating collection of facts about the world's 2796 languages. Chapters cover the origins, evolution, and future of languages and include, among others equally interesting, the following titles: "Language Incidents that Changed History," "Our Mysterious Alphabet," "The World's Shortest Phrasebook in the Most Languages," "Ethnic Slurs and Their Comparatively Innocent Origins," and "Languages in Space."

Brett, Richard J. *World Study and Travel for Teachers.* Washington, DC: American Federation of Teachers (555 New Jersey Ave., NW, Washington, DC 20001). Published annually.

Hundreds of different opportunities for educators to enjoy study and travel relevant to professional interests are listed. All aspects of educational travel are covered: summer study and travel throughout the continents, sabbatical leave programs, independent travel for credit, teaching abroad, tour leadership opportunities, and more. A list of publications and information on study in foreign universities rounds out this invaluable guide for any educator planning to travel.

Brown, Lester R., et al. *State of the World: A Worldwatch Institute Report on Progress Towards a Sustainable Society.* Washington, DC: Worldwatch Institute (1776 Massachusetts Avenue, NW, Washington, DC 20036), 1986.

An annual report on the world's resources and how they are being managed.

Carpenter, Susan, and Pat Burke Guild. *Africa.* Cultural Initiative series. Thompson, CT: InterCulture Associates (Box 277, Thompson, CT 06277), 1977.

A task card learning kit designed to introduce upper elementary children to the diversity of the African continent and the peoples of Africa and to help them develop learning and study skills. The cards are written for direct student use; they are based upon pictures and maps and are for the most part open-ended.

Catchpole, Brian. *A Map History of Our Times from the 1950s to the Present.* London: Heinemann Educational Books, 1983.

This map history treats the critical issues of our interdependent world, from preservation of world peace to the struggle against discrimination. Other issues include the refugee problem, pollution and conservation, alternative energy, poverty, the liberation of Africa, revolutions, and terrorism. There are more than sixty topics with maps to demonstrate clearly points made and areas involved.

Clarke, Arthur C. *Profiles of the Future.* New York: Holt, Rinehart and Winston, 1984.

A provocative view of what may lie ahead on earth, in the solar system, and beyond. Clarke examines current scientific discoveries in terms of their value as tomorrow's technology and envisions the future by defining "the boundaries within which possible futures must lie."

Claudia's Caravan: Multicultural and Multilingual Materials by Mail, P.O. Box 1582, Alameda, CA 94501.

A wide range of excellent books, games, records, and teaching materials are offered by this mail-order service. For free catalog, send 60 cents worth of stamps to cover postage.

Collins, H. Thomas, and Sally Banks Zakariya. *Getting Started in Global Education—A Primer for Principals and Teachers.* Arlington, VA: National Association of Elementary School Principals (1801 North Moore Street, Arlington, VA 22209), 1982.

Intended to stimulate educators to undertake global education programs in their schools, this brief (25-page) handbook includes landmark writings that provide a rationale for global education: Lee Anderson's "The Century of the J Curve," Gary Marx and H. Thomas Collins' "It's a Big, Wide, Interdependent World," Robert G. Hanvey's "An Attainable Global Perspective," and Hilda Taba on global literacy. Resources are listed.

Conserva, Henry T. *Sit Back and Tune In! Lesson Plans In Global Education.* San Francisco: San Francisco Unified School District (Parkside Curriculum Center, 2550 25th Avenue, San Francisco, CA 94116), n.d.

A wide variety of activities is offered for use in upper elementary, junior high, and high school classes. Activities include an ocean resources game, a scavenger hunt, news analyses, and activities focusing on international careers and cultural awareness, plus many others selected from a variety of sources.

Craft, Alma, and Bardell, Geoff, eds. *Curriculum Opportunities in a Multicultural Society.* London: Harper and Row, 1984.

This book is based on curriculum and classroom experience. Accounts of practical initiatives are given by subject teachers; for example, Ray Hemmings adapted his articles on mathematics, which appeared in *NAME Journal*. Other contributions center on chemistry, biology, and home economics; English and modern languages; history, geography, social sciences, and religious education; music, art, and design; and dance and physical education.

Crane, Louise. *African Games of Strategy.* Urbana, IL: University of Illinois, African Studies Program (1208 West California, #101, Urbana, IL 61801), 1983.

Features math games and activities for classroom use.

Crane, Louise. *African Names: People and Places.* Urbana, IL: University of Illinois, African Studies Program (address above), 1982.

A unit on African naming practices with suggestions for interdisciplinary classroom activities; includes maps, pronunciation guide.

Croddy, Marshall, and Phyllis Maxey. *International Law in a Global Age.* West Los Angeles: Constitutional Rights Foundation (1510 Cotner Avenue, West Los Angeles, CA 90025), 1982.

A teacher's handbook and student materials booklet designed for use in high schools but adaptable for upper elementary and junior high use. Topics (with sample lessons from each) include Global Connections: Goods and Services ("The World in a Japanese Home," "Your City and the World"); Human Links: The Migration of People ("Major U.S. Immigration Laws," "Coming to America—The Illegals"); Shared Global Problems ("Living on Less than $200 a Year," "Comparing Nations," "Survey Questionnaire on Global Development"); International Law: A Global Connection ("What are Human Rights?"); and sections on Cultural Contrasts, Actors and Relationships, World Order, and Conflict.

Cross-Cultural Learning for K–12 Schools: Foreign Students as Resources. Washington, DC: National Association for Foreign Student Affairs (1860 19th Street, NW, Washington, DC 20009), 1982.

Descriptions of programs, projects, and teaching ideas that show how foreign students can be used in the classroom as educational resources to "give students an understanding of the connections among all nations and peoples of the world." Included are a comprehensive resource list of materials and organizations, an evaluation of the cross-cultural learning process, and a key to indexing activities and resources to appropriate grade levels and subjects. An excellent guide for any teacher interested in tapping local foreign student resources.

Earth Game. (Available from Family Pastimes, RR. #4, Perth, ON Canada K7H 3G6.)

A peace game in which players look after nations, manage resources, and solve emerging problems through consultation, trade agreements, economic communities, and the training and deployment of peace armies. Game is won if Spaceship Earth's problems are solved and lost if a world war breaks out. Grade 4 to adult.

Eriksen, Aase, and Marjorie Wintermute. *Students, Structures, Spaces—Activities in the Built Environment.* Menlo Park, CA: Addison-Wesley Publishing Company, 1983.

An easy-to-use teacher resource book that focuses on "built environment education," that is, architecture in its broadest sense. The book examines the cities, streets, houses, schools, parks, skyscrapers, bridges, and barns that people build, the spaces that connect them, and the way these structures and spaces frame people's lives. The emphasis is on developing an awareness of surroundings, senses, feelings, and needs; on understanding the functions and impact of the environment; and on learning to use the environment well and to change it to satisfy the needs that have been defined. Through use of this book, the built environment can become a learning laboratory for any academic study.

Fitch, Robert M., and Cordell M. Svengalis. *Futures Unlimited: Teaching About Worlds to Come.* National Council for the Social Studies, Bulletin 59. Washington, DC: 1979.

Provides a theoretical framework and practical suggestions for teaching about the future. Includes guidelines for development of objectives, an extensive resource list, and an excellent chapter on the use of science fiction writing. Activities are most suitable for junior high or high school but are adaptable for upper elementary use. Theory, background, and resource lists are helpful for anyone interested in teaching future global issues.

Gandhi. A U.S. Committee for UNICEF Educational Awareness Program. New York: U.S. Committee for UNICEF (331 East 38th Street, New York, NY 10016), 1982.

This source book contains an extensive bibliography and suggests many activities, including role playing, a read-a-thon, hunger awareness week, house of worship, "missing links" history game, a feast or famine banquet, family activities, riddles and puzzles, and international festivals. For upper elementary grades and above.

Global Resource Book, The. New York: Global Perspectives in Education (218 East 18th Street, New York, NY 10003), 1986. Ph. (212) 674-4167

A comprehensive listing of the most current and up-to-date materials available in global education. Annual updates are also available.

Globetours Videos. (Available from Dr. Richard Peters, Global Horizons, 9 Old Century Road, Plaistow, NH 03865.)

A series of videotape cassettes for classroom use, grades 4–12, that introduces students to diverse ecological and social environments relevant to a global community. The tapes, produced from 1984 to the present, are designed to stimulate student awareness by drawing on elements from current events, economics, geography, history, ecology, political science, and sociology.

Growing up in a Nuclear Age: A Resource Guide for Elementary School Teachers. Washington, DC: Nuclear Information and Resource Service (1346 Connecticut Avenue, NW, Washington, DC 20036), 1983.

A 32-page annotated list of educational materials on nuclear issues, including background reading for teachers, classroom materials, books for children to read, relevant organizations to contact, and audiovisual resources. Full ordering information provided.

Guide to Careers in World Affairs. New York: Foreign Policy Association (205 Lexington Avenue, New York, NY 10016), 1982.

This excellent resource for career awareness presents more than 120 listings of employment sources in nonprofit and nongovernmental organizations, international business, banking and finance, the US government, and the United Nations and other international organizations. Because the listings include descriptions of the above organizations and their functions, the guide can serve as a general resource for global education as well as a directory for teacher and/or student correspondence.

Hoopes, David S. *Global Guide to International Education.* Yarmouth, ME: Intercultural Press, 1985.

An invaluable sourcebook that brings together in a single volume information on the profusion of programs offering international educational opportunities and the organizations and publications serving as resources for the international education field.

Japanese American Curriculum Project, Inc. (JACP), 414 East Third Avenue, San Mateo, CA 94401 Ph. (415) 343-9408.

Probably the largest U.S. distributor of Asian-American teaching materials, JACP publishes an extensive catalog with reviews of current books and materials and listings of hundreds of items for sale, including books, audiovisual materials, games, and multicultural activities. Offerings relate to all Asian-Americans, including Chinese-Americans, Japanese-Americans, Korean-Americans, Filipino-Americans, Samoan-Americans, and Vietnamese-Americans.

Johnson, Jacquelyn, and John Benegar. *Global Issues in the Intermediate Classroom.* Boulder, CO: Social Sciences Education Consortium (855 Broadway, Boulder, CO 80302), 1981.

Activities to foster cross-cultural understanding, global awareness, and a sense of global interdependence—for example, "As the World Shrinks," "The Peanut Butter Crunch," "The Rights of Children," "Global Burgers," and "Globingo." Includes reproducible student handouts and lists sources of information and materials for teachers and students.

Johnson's Worldwide Chamber of Commerce Directory. Loveland, CO: Johnson Publishing Company (P.O. Box 455, One Directory Place, Loveland, CO 80537). Published annually.

Provides a complete list of chambers of commerce in the United States and in principal cities around the world. Addresses and telephone numbers are included along with the names of managers or presi-

dents. The directory also lists members of the US House of Representatives and Senate and provides addresses for foreign embassies and consulates in the United States.

Joyce, William W., ed. *Canada in the Classroom—Content and Strategies for the Social Studies.* Washington, DC: National Council for the Social Studies, 1985.

Student activities and rationale for increasing content about Canada in U.S. curricula. Topics include Canada's history and geography; modern contributions; French Canada; and using Canadian literature to understand Canada. Excellent resource section.

Kiell, Norman. *The Universal Experience of Adolescence.* Boston: Beacon Press, 1964.

Selections from over 200 personal documents drawn from cultures throughout the world show the basic uniformity of adolescent development in all societies from ancient to modern times. Writings include those of Rousseau, Goethe, Nehru, Anne Frank, St. Augustine, Simone de Beauvoir, Dostoevsky, Gandhi, and many others. Topics include the conflict of generations, feelings toward siblings, the peer culture, socioeconomic consciousness and prejudice, morbidity and the suicidal impulse in adolescence, and vocation and identification. Selections are suitable for high school readers, but some content would be useful in discussion at the junior-high level as well.

Koranski, Bruce. *Teaching About the Consumer and the Global Marketplace.* Denver, CO: University of Denver, Center for Teaching International Relations, 1981.

Offers 31 activities that provide an introduction to the complex link between personal and global economics, showing that the goods and services we consume reflect not only personal values but also global processes and events. The book demonstrates how individual, national, and international dynamics combine to produce the mixture of conflict and cooperation that is the global marketplace. Activity cards included. For grades 4–12.

Kriedler, William, *Creative Conflict Resolution.* Glenview, IL: Scott, Foresman and Company, 1984.

An excellent resource book with over 200 activities for keeping peace in the classroom. Provides creative resolutions to the conflicts that occur in every classroom. Activities are classified by grade level. For use with grades K–6.

Lamy, Steven L., et al. *Teaching Global Awareness with Simulations and Games.* Denver: University of Denver, Center for Teaching International Relations (CTIR Publications, Denver CO 80208), 1981.

Simulations to encourage understanding of various global concepts and social studies content. Students participate in realistic global situations involving politicians, diplomats, farmers, sharecroppers, consumers, intelligence agency employees, and international business executives.

LaRaus, R., and R. Remy. *Citizenship Decision Making—Skill Activities and Materials.* Menlo Park, CA: Addison-Wesley Publishing Company, 1978.

Aimed at fostering responsible citizenship, the 25 self-contained lessons in this book help students develop the skills of making, judging, and influencing decisions. Background information, directions for teaching, and reproducible materials for student use are provided with each lesson.

Lee, Nancy, and Linda Oldham. *Hands on Heritage.* Long Beach, CA: Hands on Publications, 1978.

This resource book explores the cultures of China, Greece, Israel, Japan, Mexico, and West Africa, as well as those of Native Americans. It introduces the arts, cooking, and recreational activities of each culture and outlines a comprehensive multicultural program. Instruction is in Chinese, Spanish, and English. For use with ages 4–14.

(Note: A companion book by the same authors, *Tacos, Tempura, and Teem Gok*, features recipes from the countries included in *Hands on Heritage.*)

Let's Learn a Little Swahili. Gainesville, FL: University of Florida, Center for African Studies (Outreach Services, 470 Grinter Hall, Gainesville, FL 32611), 1981.

This 12-page booklet with cassette tape briefly introduces the language and its linguistic roots, covering common greetings, usages, nouns, simple sentences, syntax, and counting. Includes a pronunciation guide and a listing of further resources for learning the language. Usable for K–12.

Livingstone, Samuel A., and Clarice Stohl. *Simulation Games: An Introduction for the Social Studies Teacher.* New York: Free Press, 1973. (Distributed by Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022.)

A practical handbook for K–12 classroom teachers on how to design simulation games and incorporate them with other materials for teaching. Describes some research findings in the field.

Mulloy, Paul. *Massachusetts and the World: An Activity and Resource Book.* Medford, MA: Tufts University, Lincoln Filene Center for Citizenship and Public Affairs (Tufts University, Medford, MA 02155), 1983.

Classroom activities, resource organizations, and resource materials are suggested for use by teachers wishing to increase awareness of Massachusetts' global interdependence.

National Anthems of the World. New York: Sterling Publishing, 1985.

Original language, English translation, and piano accompaniment for each of 172 national anthems.

New Global Yellow Pages. New York: Global Perspectives in Education (218 East 18th Street, New York, NY 10003), 1986. Ph. (212) 674-4167

A comprehensive listing of organizations and projects for "educators and individuals interested in improving global/international education in the schools." Annual updates available.

New York and The World. New York: Global Perspectives in Education (address above), 1984.

This handbook for use in secondary schools investigates key aspects of New York's global interdependence.

One World: Countries Database. Active Learning Systems, 1985. (Available through Social Studies School Service, 10,000 Culver Boulevard, Room Y21, P.O. Box 802, Culver City, CA 90232-0802.)

A collection of facts and statistics on 178 nations, this computer database covers 33 geographical, economic, and demographic categories. The student researcher (grade 6 to adult) can select and display countries using multiple criteria, allowing instant analysis and comparison. Annual updates will be available. (Can be ordered in a variety of Apple, Commodore, and IBM versions.)

Otero, George C., Jr. *Teaching About Population Growth.* Denver: University of Denver, Center for Teaching International Relations (CTIR Publications, Denver, CO 80208), 1983.

This set of lesson plans and student handouts examines population growth and the related phenomena of population density and distribution. The activities are intended for grades 6–12.

Otero, George C., Jr. *Teaching About Population Issues.* Denver: University of Denver, Center for Teaching International Relations (address above), 1983.

This unit is a 129-page book of lesson plans and student handouts, appropriate for grades 6–12. It explores the issues of childbearing, crowding, population management, migration, and immigration. Rather than offering right and wrong answers, it helps students to examine the issues and clarify their views on the kind of personal and global environment they desire.

Peace and World Order Studies: A Curriculum Guide. New York: Institute for World Order (777 United Nations Plaza, New York, NY 10017), 1981.

This basic resource for curriculum development in the field of peace and world order studies provides suggestions for designing new courses or updating existing ones to reflect newly emerging curriculum concerns, such as economic development, planetary pollution, the dangers of nuclear war, militarism, and human rights. Lists resources and organizations that will be helpful to educators in their research and in the classroom. Contains more than sixty annotated course syllabi illustrating how world order studies have been taught in universities. Provides thorough background material for curriculum development for grades 9–12.

Polon, Linda, and Aileen Cantwell. *The Whole Earth Holiday Book.* Glenview, IL: Scott, Foresman and Company, 1983.

This resource book describes over fifty festivals from around the world. Arranged in sections to follow the school year, the book covers the history and customs of the holidays and features reproducible worksheets to sharpen language arts skills. For use with ages 8–14.

Population Education Resource Kit. Washington, DC: Zero Population Growth (1346 Connecticut Avenue, NW, Washington, DC 20036), 1984.

A kit for intermediate and secondary teachers that includes a collection of exercises, a quiz, classroom activities, a bibliography, and samples of population materials. This kit has been the centerpiece of ZPG's teacher-training workshop, and over four thousand educators have received copies. The kit has proved a useful tool for introducing population concepts and activities into many disciplines. For younger students, ZPG has developed the *Elementary Population Activities Kit* (1981), which features 20 modules for K–6 classrooms that can be used individually or as a unit. Each module consists of activities on a specific topic, such as exponential growth, carrying capacity, dou-

bling time, and migration. Activities are designed to incorporate easily into several disciplines with minimal teacher preparation.

Provenzo, Eugene F., Jr., Asterie Baker Provenzo, and Peter A. Zorn, Jr. *Pursuing the Past.* Menlo Park, CA: Addison-Wesley Publishing Company, 1984.

An excellent idea source book that introduces students to methods and skills required to study and learn history. Major historical sources explored include oral history, photographs, family history, and cemeteries. A teacher's guide is also available to help teachers expand the curriculum and use it in conjunction with curricula for other subject areas.

Resources in Global Studies. Los Angeles: University of Southern California, Center for Public Education, 1984.

This information packet series provides a wide selection of global studies resources from which instructors of all grade levels can adapt a series of lessons appropriate to their students' needs. The packets focus on selected issue areas, including controversial topics. They contain materials from continually updated primary sources and articles, maps, charts, diagrams, class activities, and course syllabi.

Rubin, Laurie. *The Food First Curriculum.* San Francisco: Institute for Food and Development Policy (1885 Mission Street, San Francisco, CA 94103), 1984.

Intended for use with fourth through sixth graders, the curriculum can be adapted for younger children or used successfully with junior high students as well. Sixty teaching/learning activities address seven theme questions: What Do We Know About Our Food System? Why Do People Around the World Do Things in So Many Different Ways? Where Does Our Food Come From? How Do We Get Our Food? Why Are People Hungry? Who's Hungry in the U.S.A.? What Can We Do? Activities are experiential and include games and simulations that encourage a positive attitude toward effecting change in the area of food development.

Schmidt, Fran, and Alice Friedman. *Creative Conflict Solving for Kids.* Miami Beach, FL: Grace Contrino Abrams Peace Education Foundation (P.O. Box 19-1153, Miami Beach, FL 33119), 1983.

An interdisciplinary kit for grades 4–8. Students explore ways to manage conflict through brainstorming, role playing, problem solving, creative writing, and decision making. Contains 28 reproducible student activity pages plus teacher's guide.

Schubert, Barbara, and Marlene Bird. *European Cultures.* (1977); *Chinese: A Book for Culturally Based Activities for K–6 Children* (1976); *Japanese Culture* (1977); and *Self Image* (1979). Books from this series may be ordered individually from Reflections and Images, 6607 Northridge Drive, San Jose, CA 95120.

An excellent series of multicultural books filled with culturally based activities for K–6 children. A wide variety of activities is offered in each volume, and all are keyed to cognitive and affective skill development. A sampling of the contents: recipes; drama; folk traditions; foreign money; math activities; and many excellent art projects.

Schwartz, Richard H. *Mathematics and Global Survival.* Staten Island, NY: Published by the author (Associate Professor of Mathematics, College of Staten Island, 715 Ocean Terrace, Staten Island, NY 10301), 1979.

The author states that he wrote the book "to provide students with an awareness of the critical issues facing the world today, and the tools to help them respond effectively to these problems." Activities build mathematical topics and problems around issues of human survival. Book begins with basic computation, including the basic mathematical operations, ratio and proportion, percentages, and graphs, and extends to logarithms, probability, chi-square analysis, and other advanced topics in mathematics. Could be used for grades 8–12.

Selim, M. A. *Annotated Bibliography of Teaching Materials for Global Economics (Grades K–12).* St. Paul, MN: College of St. Thomas, Center for Economic Education, 1983.

Covers teacher resources and materials in all media, with grade levels indicated, arranged under the following subtopics: (1) economic history/comparative economic systems; (2) international trade and finance; (3) developing nations/world hunger; (4) energy and our world; (5) maps and area studies; and (6) global education resources. The global education section lists organizations, curriculum material, bibliographies, newsletters readings, and catalogs. (Note: This Center for Economic Education has been designated National Repository/Specialized Center for Materials on Global Economics. Many of its materials are available on loan to teachers in the St. Paul area.)

Simile II. P.O. Box 910, Del Mar, CA 92014.

A source of simulation games that focus on ethics, values, and the humanities. Simile II produces Bafá Bafá and Rafá Rafá. These are excellent interactive games that help develop cross-cultural understanding.

Sloan, Douglas, ed. *Education for Peace and Disarmament: Toward a Living World.* New York: Teachers College Press (1234 Amsterdam Avenue, New York, NY 10027), 1983.

A collection of articles by 23 noted educators from throughout the world seeking ways to avert the catastrophe of nuclear war and to undo the forces that drive people toward it.

Social Literacy, A Social Education Project, 87 Clarendon Road, Stanmore, NSW 2048, Australia.

Originally begun as a schools project entitled "Social Studies for a Multicultural Society," *Social Literacy* attempts to bring the issues of multiculturalism into mainstream curriculum for grades 5–8 and "to evolve a new model of curriculum development which, while assisting teachers, does not fall into the pitfalls of either commercial publishing or contentless outlines." Student books and teacher's guides have been produced in cooperation with the NSW Multicultural Education Co-ordinating Committee and the CEO, Sydney.

Social Science Education Consortium, Inc. (SSEC), 855 Broadway, Boulder, CO 80302.

Provides publications, workshops, consultation, computer searches, and other services to social studies educators at all levels throughout the nation. Sponsors ERIC Clearinghouse and will send ERIC materials on a variety of global issues free of charge. Quarterly newsletter of the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/CHESS) is called *Keeping Up* and is free on request.

Social Studies School Service, 10,000 Culver Boulevard, Dept. Y3, P.O. Box 802, Culver City, CA 90230-0802.

This large distributor of social studies materials offers a free catalog of its extensive offerings in every area of the social studies for every level of learning.

Strengthening International Studies in Schools: A Directory of Organizations. Bloomington, IN: Indiana University, Social Studies Development Center, 1984.

An annotated list of selected organizations that offer materials and services especially designed to help elementary and secondary school educators strengthen international studies within the school system. Lists contact persons and addresses of world affairs councils, professional education associations, international organizations, student and teacher exchange programs, and organizations with special interests. Also identifies 92 national resource centers for international studies. Special section of appendixes aids in assessing current programs, selecting goals, identifying global links in the home and community, and evaluating a global education program.

Taylor, H. R. *Learningames™ Map Games.* Newark, DE: Education Materials Associates (P.O. Box 98, Newark, DE 19711), 1979.

Games designed to help students (upper elementary grades through high school) to master the names and locations of states, cities, nations, historical events, and geographical areas of the world. Includes board maps, playing cards, a variety of political/geographic games, and pre- and post-tests.

The Other Side: A Global Conflict Resolution Game. Tom Snyder Productions, 1985. (Available from Social Studies School Service, 10,000 Culver Blvd., Room Y21, P.O. Box 802, Culver City, CA 90232-0802.)

This engaging computer simulation involves two teams who must cooperate to build a bridge to span the ocean between them. Communication is limited to a single one-line message each turn. Both sides must run efficient economies, converting fuel to money and sharing resources to finance the project cooperatively.

Thorburn, Craig. *Save the Children Open-Ended Stories for Participatory Community Education.* Developed and Produced by USPI/BPKB Jayagiri, Lembang, Bandung, Republic of Indonesia.

Developed under grants from the US Agency for International Development and from Save the Children (48 Wilton Road, Westport, CT 06880), these open-ended, illustrated stories deal with issues faced by Indonesians: malnutrition, sanitation, and cooperative community efforts to improve their lives. Using the stories, which present real-life situations and the points of view of major (fictitious) participants, students can examine the beliefs of villagers and vicariously experience local conflicts and their resolution. Usable from sixth grade on.

Trzyna, Thaddeus, et al., eds. *International Peace Directory.* University for Peace Information Guide series, No. 1. Claremont, CA: California Institute of Public Affairs, 1984.

Contains detailed descriptions of leading peace organizations from around the world. More than one hundred organizations are profiled, including all of the major international groups, with descriptions of aims, activities, programs, and projects. The directory includes an index of organizations, projects, and acronyms and an annotated listing of other peace organization directories.

Tucker, Jan L., with Robin Lichter King and Samuel A. Carter. *Teaching International Human Rights: A Selection of Issues.* Miami, FL: Joint Project of the U.S. National Commission for UNESCO and the Global Awareness Program, School of Education, Florida International University (Miami, FL 33199), 1983.

A teaching guide with background materials and lesson plans covering international human rights, social and cultural rights, and civil and political rights. Includes pertinent UN documents relating to international human rights and a brief bibliography.

TV: A Global Perspective. Chicago: Prime Time School Television (40 E. Huron, Chicago, IL 60611), 1983.

Prepared in cooperation with Global Perspectives in Education, this brief curriculum project (eight pages) was designed "to help young people use TV to better understand their world." It is meant for use in social studies, language arts, and science classes in grades 7–12, but it could be used with fifth and sixth graders as well. Commercials, current events, conflict, change, and communication are studied through television viewing activities. A brief but useful resource list of books, classroom materials, and organizations for global education is given.

Understanding Japan: A Teachers' and Textbook Writers' Handbook on Japan. Tokyo: International Society for Educational Information (Kikuei Building, 7–8; Shintomi 2-chome; Chuo-ku, Tokyo, Japan), 1981.

In this handbook the ISEI provides current information about their nation for teachers and writers to increase international understanding, cooperation, and friendship and to prevent misconceptions.

Weiss, Evelyn. *Peace Teaching and Children: Resources for Teachers and Parents, K–Grade 6.* New York: The Riverside Church, Disarmament Program (Riverside Drive at 122nd Street, New York, NY 10027), 1983.

Lists 60 resources with annotations, giving grade levels, sources, and prices.

World: A Simulation of How Nations Develop and Become Involved in Power Struggles. (Available from Social Studies School Service, 10,000 Culver Boulevard, P.O. Box 802, Culver City, CA 90230-0802.)

In this game participants create their own nations and plan their government. The country's power is developed through projects and eventually used for attack and defense during a war. The victorious world power leads a postwar peace conference to establish a new world order. For grades 5–8.

World Eagle: The Monthly Social Studies Resource, 64 Washburn Avenue, Wellesley, MA 02181.

A monthly resource for junior high and high school teachers. Issues contain maps, facts, graphs, and U.S. and global information on population, energy, food, the economy and trade, development, governmental budgets, military expenditures, and so on, all pertaining to current events and issues throughout the world. Also available from the same source are *Junior Eagle,* for teachers of younger students; an excellent set of Global Perspectives Maps (which show the world from different perspectives); and Worldview Posters on "topics that matter": world military expenditures, world energy situation, U.S. and world population, world interdependence, projected energy sources and needs, and other items of immense usefulness.

World Economy Map Game. Educational Materials Associates, 1981. (Available from Social Studies School Service, 10,000 Culver Boulevard, P.O. Box 802, Culver City, CA 90230-0802.)

Designed to help students learn and identify the different commodities produced by countries around the globe. Contains five sets of "commodity" playing cards and five 8½-by-11-inch two-color maps that serve as game boards. Format permits flexibility in number of players and degree of difficulty, and students may use the material in a variety of ways. Includes a reproducible master of the map, pre- and post-tests, data sheets, world activities, and teacher's guide. For 2 to 20 players, grades 4–12.

PERIODICALS

Access

Global Perspectives in Education, Inc., 218 E. 18th Street, New York, NY 10003

A monthly newsletter offering program and resource information on all aspects of international studies education.

Africa News

Box 3851, Durham, NC 27702

This weekly newsmagazine on Africa is perhaps the best source of current news on Africa for use by teachers in the United States. As an independent source it supplements the reporting found in popular weekly newsmagazines.

Africa Report

African-American Institute, 833 United Nations Plaza, New York, NY 10017

"America's leading magazine on Africa." A nonpartisan magazine of African affairs published on a bimonthly basis. Subscription information is available from Transaction Periodicals Consortium, Dept. 8010, Rutgers University, New Brunswick, NJ 08903.

Ants

Zimbabwe Publishing House, P.O. Box Bw 350, Harare, Zimbabwe

This monthly children's magazine is directed at Zimbabwe's multicultural population and includes materials (puzzles, cartoons, stories, information) in African languages as well as in English; some contributions are by children. Elementary and junior high level. Send inquiries about price and subscriptions directly to the publisher.

Aramco and Its World

Public Affairs Department, Aramco Services, Co., 1800 Augusta, Suite 300, Houston, TX 77057

A free copy of this periodical may be obtained by school libraries from the above address.

Department of State Bulletin

Available from Superintendent of Documents, US Government Printing Office, Washington, DC 20412

The official record of US foreign policy. Stated purpose is "to provide the public, the Congress, and government agencies with information on developments in US foreign relations and the work of the Department of State and the Foreign Service." Monthly.

Dramatics Magazine

3368 Central Parkway, Cincinnati, OH 45225

Ten issues a year. Educational theater material for teachers and students. Includes original plays suitable for high school productions.

European Publishers Representatives, Inc.

11-03 46th Avenue, Long Island City, New York, NY 11101. U.S.A. Importers and distributors of international newspapers and magazines (France, Great Britain, Italy, Germany, Spain, and so on).

A subscription brochure will be sent on request.

Europe, Magazine of the European Community

Delegation of the Commission of the European Communities, 2100 M Street, NW, Suite 707, Washington, DC 20037

A bimonthly forum for discussion of issues and events concerning the European Community and its relations with the United States.

Foreign Affairs

Council on Foreign Relations, Inc., 58 E. 68th Street, New York, NY 10021

Five issues per year. Aim is to "inform American public opinion by a broad hospitality to divergent ideas."

Foreign Policy

Carnegie Endowment for International Peace, 11 Dupont Circle, NW, Washington, DC 20036. Subscription department: P.O. Box 924, Farmingdale, NY 11737

Published quarterly. Offers a wide range of contributors' views on foreign policy issues.

The Futurist

World Future Society, 4916 St. Elmo Avenue, Bethesda, MD 20814.

Major international periodical concerning issues and study of the future. Annual convention of the World Future Society draws futurists from around the world to symposia on a wide variety of topics concerning the future. Published monthly.

Global Educator

3463 State Street, Santa Barbara, CA 93105

This monthly letter features reports on educational practices in many countries, studies of the global economy, and crosscultural research. Many issues contain detailed teaching plans.

Harvard International Review

P.O. Box 401, Cambridge, MA 02138

Published by the Harvard International Relations Council, this journal presents diverse points of view on world affairs, reviews the month's international events, focuses on a feature topic, and reviews current books treating international affairs.

Horizons

Publications Division, Office of Public Affairs, Agency for International Development (AID), Washington, DC 20523

Examines issues and programs of international development from the perspective of the US government. Free to professionals upon request.

Intercom

Global Perspectives in Education, Inc., 218 E. 18th Street, New York, NY 10003

A journal on specific issues of international concern, with suggestions for teaching. Staff development strategies and classroom activities are included.

International Education Newsletter

The Standing Conference on Education for International Understanding, c/o School of Oriental and African Studies, University of London, Malet Street, London, WC1E 7HP, England

The UK Standing Conference on Education for International Understanding (SCEIU) was founded in 1979 to promote research, curriculum development, and the production of learning resources; to provide a forum for discussion, evaluation, and collaboration; and to disseminate information and publicize activities in the field of international education. The newsletter provides comprehensive news of activities throughout Great Britain relevant to all aspects of global education.

Journal of Defense and Diplomacy

The Journal Building, 6819 Elm Street, McLean, VA 22101

This monthly journal endeavors to offer "new perspectives and oriental approaches to long-standing problems concerning the structure and course of international diplomacy." Addresses topics of known and immediate interest relevant to US national as well as international security matters, foreign policy, and trade.

Multinewspapers

Box DE-C, Dana Point, CA 92629

Recent newspapers from nations or regions around the world may be ordered on a subscription basis at very reasonable prices from this service. Excellent resource for all classrooms from the upper elementary grades up but especially useful for high school. Samplings of newspapers from around the world may be arranged.

Orbit

Address inquiries to Private Bag RW 18, Lusaka, Zambia

Youth publication with much useful information on all of Africa, supported by Zambia Ministry of Education. Published six or more times a year.

Rainbow

Address inquiries to The Press Trust of Kenya, P.O. Box 62008, Nairobi, Kenya.

A monthly youth publication from Kenya. Despite some ordinary Western-type cartoons, this magazine has useful information and contributions from Kenyan children. Elementary and junior high level.

State

The Newsletter of the US Department of State. Although primarily intended for internal communications, this newsletter is available to the public through the Superintendent of Documents, US Government Printing Office, Washington, DC 20402.

Published eleven times a year to acquaint US State Department officers and employees, at home and abroad, with developments of interest that may affect operations or personnel. Features include Post-of-the-Month, appointments, highlights, and bureau notes, giving an inside view of the workings of the US State Department. A sample issue can be requested for classroom use.

UN Chronicle

Subscription information is available from United Nations Publications, United Nations, Room DC 2-0853, New York, NY 10017

Current information on activities of the United Nations. Published monthly (except August) by the United Nations Department of Public Information in New York.

UNESCO Courier

United Nations Educational, Scientific, and Cultural Organization, Avenue des Ortolans 95, 1170 Brussels, Belgium

Published monthly in 27 languages. Each issue has a special international focus; past issues have featured great anniversaries, racism, civilizations of the sea, and communications.

UNICEF News

UNICEF National Committee, 331 East 38th Street, New York, NY 10016

Contains news of UNICEF projects and concerns from around the world. Quarterly.

World Affairs

American Peace Society, 400 Albemarle Street NW, Washington, DC 20016

A quarterly offering articles on international relations, law, foreign policy, comparative politics, and diplomatic history.

World Health

World Health Organization, 20 Avenue Appia, 1211 Geneva, Switzerland

Published ten times a year; concerned with health issues around the world.

World Press Review

Subscription Department, Box 915, Farmingdale, NY 11737

Monthly magazine composed entirely of material (in English translation) from the press outside the United States or by journalists affiliated with foreign press organizations. The aim of the magazine is to foster the exchange of international information. A valuable background source for teachers; articles are suitable for classroom use in grades 8–12, and cartoons may be useful in upper elementary classes and above.

ORGANIZATIONS

African Studies Program Outreach
Indiana University, Woodburn Hall 221, Bloomington, IN 47405 Ph. (812) 335-7587

Develops and disseminates resources relating to African studies within a global context. Newsletter available.

American Institute for Foreign Study
102 Greenwich Avenue, Greenwich, CT 06830
Ph. (203) 869-9090

International exchange and language study programs for students and teachers (all levels).

Amnesty International
1 Easton St., London WCIX 8DJ, England

Aims to aid those held against their will because of their beliefs, race, sex, religion, or language, so long as they neither use nor advocate the use of violence. Newsletter available.

Amnesty International of the USA
322 Eighth Ave., New York, NY 10001

Associated with Amnesty International (above). Publishes *Amnesty Action* ten times per year.

Anti-Defamation League of B'Nai Brith
823 United Nations Plaza, New York, NY 10017
Ph. (212) 490-2525

Develops human relations and human rights materials for use in schools, churches, and communities. Resource guide available.

Arkansas International Center
University of Arkansas at Little Rock, Little Rock, AR 72204

Teacher training in global education; program for international visitors. Publications include *Arkansas: A Guide for International Visitors* and *Arkansas International Directory*.

Arts International
1801 F Street, NW, Washington, DC 20006 Ph. (202) 789-0600

Publishes a quarterly newsletter. Encourages exchange through advocacy, education, and research.

Asia Society
725 Park Avenue, New York, NY 10021

Offers consultation services to teachers on curriculum development, multimedia materials, and new ways of teaching about Asia, its cultures, and its peoples. Produces "Video Letter from Japan," a series of video programs on such topics as family life, the Tokyo metropolis, and Japanese geography to provide students of all ages a candid look at life in Japan. Each video cassette kit comes with two 25-minute Video Letters, two teacher's guides, and a poster.

Association for World Education
P.O. Box 589, Huntington, NY 11743

Provides a forum for the exchange of ideas and experiences in world education and cross-cultural training, conducts seminars, and cosponsors a conference on peace studies and world education. Encourages innovative educational programs with a world perspective.

Bay Area Global Education Program (BAGEP)
World Affairs Center, 312 Sutter Street, Suite 200, San Francisco, CA 94108

A consortium composed of Global Perspectives in Education, Global Educators, Stanford University's Program in International and Cross-Cultural Education, and the World Affairs Council of Northern California's Schools Services Program. BAGEP works with San Francisco Bay Area and Northern California school districts to provide leadership training, teacher in-service opportunities, and resource materials in global education.

The BAGEP Resource Center houses an extensive and growing collection of audiovisual materials, texts, simulations, lesson plans, and units that are available for loan free of charge to teachers throughout Northern California.

BAGEP has developed materials that are easily integrated into the current curriculum and that focus on the following themes: World Cultures, Contemporary World Issues, Language, World Literature, US History in a Global Context, and Understanding Our Diversity.

Educators can obtain information from BAGEP about the World Affairs Summer Institute at Stanford, an annual three-week intensive program for teachers and other educators. Participants take institute-developed course work back to their schools and train others from what they have learned.

Colloquy, the BAGEP newsletter, provides program announcements, teaching ideas, lesson plans, lists of new resources, special features on global issues, and other items of interest to those concerned with global education. It is available without charge to educators nationwide.

Center for African Studies
1208 W. California, Room 101, Urbana, IL 61801
Ph. (217) 333-6335

Focuses on curriculum development, teacher training, and materials dissemination on all aspects of African studies. Slides, filmstrips, video cassettes on Africa available for loan in Illinois (800-367-3456).

Center for Latin American Studies
319 Grinter Hall, University of Florida, Gainesville, FL 32601 Ph. (904) 392-6375

Focuses on curriculum development, teacher workshops, and compilation and dissemination of materials relating to Latin American studies at all levels. Newsletter.

Center for Latin American Studies
Western Kentucky University, Bowling Green, KY 42101

Provides outreach and resource centers for local and regional teacher training, curriculum development, and materials dissemination.

Center for Public Education in International Affairs
University of Southern California, School of International Relations, VKC 328, Los Angeles, CA 90089-0043 Ph. (213) 743-4214

Provides teacher training in global education, area studies, and international issues.

Center for Teaching International Relations (CTIR)
University of Denver, Denver, CO 80208

Sponsored by the Graduate School of International Studies and School of Education at the University of Denver, CTIR was founded in 1968 for the purpose of improving the teaching of international/intercultural studies at precollegiate levels.

CTIR conducts graduate in-service courses throughout the United States (but primarily in the Rocky Mountain/Great Plains regions) aimed at helping classroom teachers become more proficient in teaching of global, social science, and educational skill topics.

CTIR offers over one hundred publications, most of which have been written and tested by classroom teachers and which focus on developing an understanding of today's intercultural/international world. Activity book topics include bilingual/bicultural/foreign language studies, comparative studies, computer-assisted instruction, cultural studies, studies of economic development, environmental education, global awareness, and social studies skills.

Sample titles of activity books include "Teaching About the Challenges of a Global Age," "Comparative World Issues for Grades 1–12," "Teaching About Population Issues" (grades 6–12), "Teaching Global Awareness: An Approach for Grades 1–6," "Teaching Global Awareness Using the Media," "Global Issues in the Intermediate Classroom" (grades 5–8), and "Teaching Global Awareness with Simulations and Games." A complete list of publications will be sent free of charge upon request.

CTIR also publishes a quarterly newsletter, *The Global Issue*.

Curriculum Inquiry Center
University of California (UCLA) Graduate School of Education, 405 Hilgard Avenue, Los Angeles, CA 90024 Ph. (213) 825-8311

Clearinghouse for international studies materials for grades K–12; focus is on teacher training, cur-

riculum development in area studies, and global education.

Educators for Social Responsibility
23 Garden Street, Cambridge, MA 02138

A national nonprofit organization of teachers and administrators concerned about the threat of nuclear destruction. It describes itself as a "resource center for teacher training, curriculum development, research and implementation of balanced curricula in schools nationwide." A brochure of current publications will be sent upon request.

Food and Agriculture Organization of the United Nations
Liaison Office of the United Nations, 1776 F Street, NW, Washington, DC 20437

World headquarters is in Rome (Via delle Terme di Caracalla, 00100 Rome, Italy). The FAO provides technical assistance to third-world nations to help them improve and increase food and agricultural production.

Foreign Policy Association
205 Lexington Avenue, New York, NY 10016 Ph. (212) 481-8450

Known for its outstanding *Great Decisions* program, the FPA is dedicated to fostering an impartial study of key foreign policy issues through its publications, workshops, and meetings. Resource materials list will be sent on request.

Global Awareness Program
Florida International University, School of Education, Tamiami Campus, Miami, FL 33199 Ph. (305) 554-2664

Provides preservice and in-service programs for educators in Florida as well as slide/tape presentations such as "Get to Know Your World" and "The Challenge of Global Awareness" and other materials.

Global Education Associates
552 Park Avenue, East Orange, NJ 07017 Ph. (201) 675-1409

Develops materials and conducts workshops on global education. Publishes newsletter. Publications list will be sent on request.

Global Education Center/Global Education Minnesota
College of Education, University of Minnesota, 110 Pattee Hall, 150 Pillsbury Drive, SE, Minneapolis, MN 55455

Provides a variety of services ranging from database dissemination to consultation, conferences, and workshops aimed at furthering global education in Minnesota and the Midwest.

Global Educators
P.O. Box 9976, Mills College, Oakland, CA 94613
Ph. (415) 430-9976

Organizes and manages global education programs throughout the Western region of the United States; part of the (San Francisco) Bay Area Global Education Project consortium.

Global Learning, Inc.
40 South Fullerton Ave., Montclair, NJ 07042

Conducts conferences, curriculum workshops, and teacher in-service programs to further global education in New Jersey schools.

Global Education Outreach
Barbara Harris, Executive Director, 2000 L Street, NW, Suite 320, Washington, DC 20036

Provides specially designed seminars on global education topics for Washington-area students and teachers. Seminars utilize the talent of local universities and the expertise of US State Department and other government staff. Arrangements can be made for seminars to be conducted anywhere outside the DC area as well.

Global Perspectives in Education, Inc. (GPE)
218 East 18th Street, New York, NY 10003

A nonpartisan, educational organization that works with educational institutions, organizations, and individuals. GPE endeavors "to stimulate, improve, and expand the educational opportunities of young Americans by helping to prepare them for the challenges of national citizenship in a global age." GPE provides strategies, training support, and materials to carry out programs to local and state education agencies, local school districts, individual teachers, and community outreach groups.

GPE publishes *Intercom*, a journal (three issues per year) that translates research and scholarship into materials with practical classroom applications, and *Access*, which provides the most current and comprehensive coverage of local, state, regional, and national activities, events, and resources in global education.

GPE also publishes excellent curriculum materials. Some titles include "Education for A World in Change: A Report," "The World in a Chocolate Bar" (a poster for grade 4–adult), "Myself and Others" (grades K–5), "Global Issues in the Intermediate Classroom: Grades 5–8," "Simulations for a Global Perspective" (grade 4–adult), "World Views Through

the Arts" (grades 7–12), and "Women and Men: Changing Roles in a Changing World" (grades 9–12).

GPE's *New Global Yellow Pages* lists organizations and projects in global education throughout the United States and is a valuable reference tool.

Handweavers Guild of America, Inc.
Publications Department, 65 La Salle Road, West Hartford, CT 06107

Among other works on all aspects of handweaving, this organization publishes "Helps and Hints," a booklet designed to help teachers and volunteers use weaving in their classrooms. A source for suppliers and guilds for weaving, spinning, and dyeing.

Immaculate Heart College Center
10951 West Pico Boulevard, #2021, Los Angeles, CA 90064

Teacher training, curriculum development, and graduate studies in education for a global age. Newsletter, slide show, and video series available. Serves California and Southwestern states.

Inter-American Commission on Human Rights
1725 I Street, NW, Premier Building Room 1003, Washington, DC 20006

Reviews human rights concerns in the Americas.

International Friendship League
22 Batterymarch Street, Boston, MA 02109

International correspondence society that endeavors to match Americans of all ages with pen pals in 139 countries and territories. Sponsors a speakers' bureau for junior high, high school, college, and university. Publishes a newsletter.

International Pen Friends
P.O. Box 14126, B.O. Station, San Juan, PR 00915 U.S.A.

International Pen Friends include people of all ages and from all walks of life. Special consideration is given to youngsters and senior citizens. Information and an application form can be obtained from the above address. Also offers language and stamp-collecting programs.

Las Palomas de Taos
Box 3400, Taos, NM 87571 Ph. (505) 758-9456

Conducts seminars, institutes, and workshops on aspects of global education.

League of Friendship
P.O. Box 509, Mt. Vernon, OH 43050

Founded to promote empathy and understanding among peoples of the world and world friendship through correspondence. Supplies names of foreign pen pals to students, scout groups, and language classes; for ages 12–25.

League of Women Voters
1730 M Street NW, Washington, DC 20036

Nonpartisan political education group that provides information on candidates and issues before elections.

Mershon Center
Ohio State University, 199 West 19th Avenue, Columbus, OH 43201

Develops and disseminates curricular material in global education; conducts applied research in leadership development, citizen competency, national security, world relations, and public policy analysis; and offers seminars, conferences, and symposia in these areas. Developed at the center was the "Columbus in the World: The World in Columbus" project, upon which many other "our city and the world"–type projects have been modeled. Publishes a free quarterly report, as well as books, articles, and research papers relating to global education.

Middle East Outreach Council, Inc.
Middle East Center, Bldg. 413, University of Utah, Salt Lake City, UT 84112

Attempts to dispel misunderstandings about the Middle East by providing information, sponsoring seminars and workshops for educators, and developing and disseminating curricula.

National Council for the Social Studies
3615 Wisconsin Avenue, NW, Washington, DC 20016

For all who are interested in methods, curriculum, research, and service in social studies. NCSS conducts regional meetings, annual national meetings, and local and state conferences. Publishes bulletins on various topics of interest to social science educators; many are in the area of global education. Also publishes a journal, *Social Education*, seven times a year.

National Geographic Society
17th and M Streets NW, Washington, DC 20036

World's largest scientific and educational organization; sponsors global expeditions and research projects; publishes monthly journal, children's magazine, travel and research quarterlies, and books on a wide variety of topics. Produces atlases, globes, maps, filmstrips, and television programs. Geographic alliances devoted to improving geographic education in the U.S. are forming throughout the U.S.

National Wildlife Federation
1412 16th Street, NW, Washington, DC 20036

Promotes intelligent use of earth's life-sustaining resources as well as greater appreciation of those resources and our relationship with them. Publishes *International Wildlife* magazine, *National Wildlife* magazine, and *Ranger Rick* for younger readers. NWF also compiles an annual directory of organizations involved in conservation as well as many other free and low-cost materials useful to students and teachers.

Organization for Economic Cooperation and Development
1750 Pennsylvania Avenue, NW, Washington, DC 20006

Forum for member exchange for information to further economic policy coordination. Maintains a reference library, which may be used by the public. Publication list is available upon request.

Overseas Development Council
1717 Massachusetts Avenue, NW, Washington, DC 20036

Promotes conferences, seminars, and discussions on economic and social programs of the developing countries; distributes information and conducts studies on current and emerging problems of those countries.

Oxfam America
115 Broadway, Boston, MA 02116

Funds self-help projects for developing countries, emphasizing self-reliance in food production and economic affairs. Offers assistance for refugees who are victims of political or natural disasters and supports development programs that address the underlying causes of such disasters. Publishes a newsletter three times a year.

Peace Corps
806 Connecticut Avenue, NW, Washington, DC 20525

Provides volunteers for assistance in developing countries.

People-to-People International
2440 Pershing Road, Suite G-30, Kansas City, MO 64108

Arranges for classrooms in the United States to exchange information with counterpart classrooms in other countries. Also sponsors a High School Student Ambassador Program which sends approximately fifteen hundred students overseas each summer to 30 countries.

Sierra Club
530 Bush Street, San Francisco, CA 94108

Founded to preserve, explore, and encourage enjoyment of the Sierra Nevada Mountains, the Sierra Club now concerns itself with many environmental issues—all scenic resources of the United States, pollution, energy, population, and so on. Publishes many books, a bimonthly magazine called *Sierra*, chapter newsletters, and specialized bulletins.

Sister Cities International
Suite 424-26, 1625 I Street, NW, Washington, DC 20006

Links American schools with schools in other countries to encourage the development of a global perspective. Publishes a bimonthly newsletter, a national directory of sister cities, a handbook entitled, "Your City and the World," a videotape, "We Agree on Global Education," and other items.

Social Studies Development Center
Indiana University, 20805 E. 10th Street, Bloomington, IN 47405

Conducts research, develops instructional materials, and sponsors workshops and conferences to strengthen international studies in schools. A variety of publications are available: bibliographies, directories, and a school district planning guide, among others. A list of publications is available on request.

Stanford Program on International and Cross-Cultural Education (SPICE)
Lou Henry Hoover Building #200, Stanford University, Stanford, CA 94305

SPICE prepares instructional materials on Asia, Africa, and Latin America, trains graduate students in global education, and conducts a wide range of in-service training programs for teachers. Administers four culturally focused projects (China, Japan, South Africa, and Latin America) as well as the International Security and Arms Control Project. Codeveloper and disseminator of over fifty curriculum and resource guides. (List is available on request.) Sponsors outstanding summer institutes for educators. A major partner in the Bay Area Global Education Project.

Student Letter Exchange
910 4th Street SE, Austin, MN 55912

Pen pals in the United States and in many other countries are offered by this exchange. Personal letters can be written in English to students of other countries. A free brochure is available from the above address.

Teaching Resource Center of the Soviet and East European Language and Area Center
Harvard University, 1737 Cambridge Street, Cambridge, MA 02138

Conducts teacher training workshops, provides resources, loans some materials, and consults with groups interested in the Soviet Union. Newsletter and listing of materials available.

United Nations
Room DC 1-0522, United Nations, NY 10017

The charter of the United Nations is based on the commitment of all nations to cooperation and gives priority to dealing with threats to international peace and security. The UN Chronicle, published 11 times a year, reports on actions of the world's governments and on UN activities throughout the world.

United Nations Association of the United States of America
300 East 42nd Street, New York, NY 10017

Purpose of UNA/USA is to increase public awareness and knowledge of global issues, of US government policy regarding those issues, and of the work of the United Nations. Publications for global education include *Issues Before the General Assembly* (the annual survey of the UN agenda), *Reference Guide to the United Nations*, *Helping Boys and Girls Discover the World: Teaching About Global Concerns*, and *The United Nations in Elementary and Middle Schools*, among others. Free publications list is available on request.

US Committee for UNICEF
331 E. 38th Street, New York, NY 10016

Conducts workshops and school service programs and offers resources for teachers and classroom activity kits.

US Department of Agriculture
14th Street and Independence Avenue, SW, Washington, DC 20250

World Affairs Council of Philadelphia
The John Wanamaker Bldg., Third Floor, 1300 Market Street, Philadelphia, PA 19107

Conducts World Affairs Project (a federally funded program) for Philadelphia schools, model UN and foreign policy conferences, and in-service training for teachers stressing program development in global topics.

World Around Songs
Route 5, Burneville, NC 28714

This unique organization offers leadership in cooperative games, folk dancing, and folk singing; it also collects and publishes folk songs from countries throughout the world.

World Bank
1818 H Street, NW, Washington, DC 20433

Countries belonging to the World Bank encourage investments in developing nations in the form of technical assistance loans and loan guarantees. Various publications and curriculum materials are available.

World Council of Churches (Ecumenical)
150 Route de Ferney, Ch-1211 Geneva 20, Switzerland

Among the areas of concern addressed by this organization are refugee services, youth and women's international affairs, racism, and assistance to developing countries. Publishes *Ecumenical Press Service* each week and *One World* each month.

World Health Organization
20 Avenue Appia, 1211 Geneva, Switzerland

An arm of the United Nations that helps governments strengthen their health services, promote the eradication of diseases, foster child and maternal care, and stimulate all aspects of environmental health. Their stated objective is the "attainment by all peoples of the highest possible level of health." Publishes many reports and bulletins as well as a monthly magazine.

World Pen Pals
1690 Como Avenue, St. Paul, MN 55108

A letter-writing program that links students, aged 12–20, from 175 countries and territories around the world (though not within the United States). Information available at above address.

Worldwatch Institute
1776 Massachusetts Avenue, NW, Washington, DC 20036

Major focus of this organization is development of new approaches to anticipated global problems and creation of awareness about emerging issues. Recent projects include studies in population trends, family planning, and the changing roles of women.

Young Astronaut Council
1211 Connecticut Avenue, NW, Washington, DC 20036

Established by President Reagan as a catalyst to prepare American youth for the twenty-first century, to train them in the technologies of the future, and to communicate and share with Russia's Young Cosmonauts a fascination with space and technology.

ATLASES AND ALMANACS

Atlas of Mankind. New York: Rand McNally, 1982.

Investigates the universal features of society: language, economic and political systems, religions, kinship patterns, social organization. World maps draw on new information to chart the location of peoples, their languages and religions, the state of the world's health, human use of the land region by region, and much more. Students aged 10 and above will find a wealth of interesting information.

Chase's Calendar of Annual Events: An Almanac and Survey of the Year. Holidays, Holy Days, National and Ethnic Days, Seasons, Astronomical Phenomena, Festivals and Fairs, Anniversaries, Birthdays, Special Events and Traditional Observances of all kinds, the World Over. Flint, MI: Apple Tree Press. Published annually.

The subtitle says it all: this annually produced compendium and history of usual and unusual events celebrated around the world is a delightful resource for students and teachers alike.

Cousteau, Jacques-Yves. *The Cousteau Almanac: An Inventory of Life On Our Water Planet.* New York: Doubleday and Company, 1981.

A comprehensive guide to the oceans and the life forms found in them.

Dicks, Brian. *The Children's World Atlas.* Millbrae, CA: Celestial Arts (231 Adrian Road, Millbrae, CA 94030), 1981.

Designed to give "the younger reader a fuller understanding of our fascinating and varied planet" through a strongly visual approach. Maps, illustrations, and photographs show both the world's exciting general features and the detailed geographical characteristics of individual countries, regions, and continents. Vivid and interesting for readers of any age, from elementary grades to adult.

Durrell, Lee. *The State of the Ark: An Atlas of Conservation in Action.* New York: Doubleday and London, Gaia Books, 1986.

An authoritative new atlas that focuses on the state of the living planet—its ecosystems, habitats, and species, the prospects for their survival, and the story of the conservation struggle to save what we can for future generations.

Elwood, Ann, et al. *Macmillan Illustrated Almanac for Kids: Fascinating Facts, Amazing Stories, and Important Things to Know.* New York: Macmillan Publishing Company, 1981. (Paper, 1984)

An interesting reference book for students, fourth grade and up, with stories about famous youngsters from around the world and about the childhoods of famous people. Includes children's predictions about the future, suggested questionnaires for interviewing parents and grandparents about their youth, and many more fascinating topics.

Kidron, Michael, and Ronald Segal. *The New State of the World Atlas.* New York: Simon and Schuster, 1984.

An atlas that interprets economic, political, geographic, and social data in a collection of colorful representative maps of the world. A fascinating research tool for the junior high or high school student. Excellent background information for any teacher or citizen.

Kidron, Michael, and Dan Smith. *The War Atlas: Armed Conflict–Armed Peace.* New York: Simon and Schuster, 1983.

This military atlas has 40 full-color maps and cartograms illustrating modern conflicts and their consequences for humanity. Teachers will find this an excellent resource about war, arms trade, political involvement of the military, and alliances, presented in a clear and colorful graphic format.

Kurian, George Thomas. *World Data: The World Almanac Gazetteer.* New York: World Almanac Publications, 1983.

Over six hundred pages of interesting facts about towns, cities, states, countries, and continents as well as geographic features of the world.

National Geographic Picture Atlas of Our World. Washington, DC: National Geographic Society, 1980.

Excellent maps, highly readable descriptions of countries, many color photographs. Mapping, ethnology, resource distribution, and geographic information are clearly described. Ages 9–14.

Ogilvie, Bruce, and Douglas Waitley. *Rand McNally Picture Atlas of the World.* New York: Rand McNally, 1982.

Includes a look at how the world is believed to have formed, how the land masses came to be, how the oceans took shape, and how the planet has been explored. Political, physical, and biotic maps for each continent are given. The final section introduces the young reader to the meaning of charts, graphs, and map projections in adult atlases. For ages 9–12.

Whitaker, Joseph. *Whitaker's Almanac.* London: (Whitaker's, 12 Dyott Street, London WC1A 1DF). Published annually.

"Containing an account of the Astronomical and other Phenomena and A Vast Amount of Information respecting the Government, Finances, Population, Commerce, and General Statistics of the various Nations of the World with an Index containing nearly 20,000 References" (from frontispiece). Covers everything one might need to know about Great Britain and the world.

World Atlas of the Child. Washington, DC: World Bank, 1979.

Data are for 1960, 1970, and 1975, with predictions for 2000. Graphic maps compare GNP and population, number of children per country, crude birth rate, life expectancy, infant mortality, child labor, and education. A teacher resource.

World Facts In Brief. New York: Rand McNally, 1986.

With tables, text, facts, and figures, this reference handbook documents information relevant to current world events. Includes rankings and comparisons of countries in important areas, profiles of nations in a world gazetteer, and a full-color, 16-page world atlas.

LEARNING ACTIVITY RESOURCE MATERIALS

Abraham, Roger, *African Folktales.* New York: Pantheon Books, 1983.

Nearly one hundred stories from the ancient traditions of Africa reveal the universality of concerns and the "unique dramatic roots in the song, dance and ritual performance of the African world" (from the jacket).

Abrams, Kathleen and Laurence. *One Hundred Years from Now.* New York: Julian Messner, 1983.

Readers journey into the future where there are push-button clothes, robots to tend the crops, computers to check people's health, and solar sails to take people into space. This is a prediction of what life may be like in the future, focusing on food, transportation, fashion, space, and more. An intriguing, thought-provoking book for elementary and junior high readers.

Adler, Irving and Ruth. *Communication.* New York: John Day Company, 1967.

The story of communication from earliest times, covering different methods of communication, how each type helps the growth of knowledge, and how communication improves our daily lives. Easy reading format for younger readers.

Aleichem, Sholom. *Old Country's Tales.* Selected and translated by Curt Leviant. New York: G. P. Putnam's Sons, 1966.

Includes 26 stories, monologues, and narratives from many countries for all ages. Has a glossary of unfamiliar terms.

Allwood, John. *The Great Exhibitions.* A Studio Vista Book. London: Cassell and Crowell Macmillan Publishers, 1977.

The complete story of the major international exhibitions, from the first at Hyde Park, London, to those of the 1970s. Although this is an adult resource, the many authentic blueprints, photographs, cartoons, and illustrations are of interest to all ages.

Anderson, Lydia. *Folk Dancing: A First Book.* New York: Franklin Watts, 1981.

An exploration of the folkdancing of the British Isles, Eastern Europe, and the United States. How folkdances began, why they remain popular, and how to do several dances are discussed. A source list mentions, among others, The Country Dance and Song Society (CDSS), 505 Eighth Avenue, New York, NY 10018 (which will send catalog upon request).

And Everywhere, Children! An International Story Festival. Selected by the Literature Committee of the Association for Childhood Education International. New York: Greenwillow Books, 1979.

The emphasis of this collection of 13 tales is on contemporary life, and the stories represent the world's cultures over as broad a spectrum as possible. Settings include a Japanese village, a Leningrad hospital, and scenes in Holland, England, Kenya, Australia, the United States, Argentina, Columbia, East Africa, Mexico, and Norway. For use with, or by, students aged 9–13.

Archer, Jules. *Epidemic: The Story of the Disease Detectives.* New York: Harcourt Brace Jovanovich, 1977.

Relates how epidemics are investigated and controlled with specific examples from the twentieth century of such outbreaks as Lassa Fever, bubonic plague, and hepatitis.

Ardley, Neil. *Fact or Fantasy.* New York: Franklin Watts, 1982.

This far-out future guessing is very interesting for speculation and class discussion. The topics range from future travel to weather forecasting to space empires. In the same format as others in the World of Tomorrow series, the book has full-color illustrations that appeal to the elementary student.

Ardley, Neil. *Health and Medicine.* New York: Franklin Watts, 1982.

From Watts' World of Tomorrow series comes this look into the future of medicine and diseases. It provides a futuristic glimpse at what might happen in the field of medicine—bionic people, computer doctors, medicine before birth, and so on. A short, easily read book with many colorful illustrations, suitable for elementary grades.

Ardley, Neil. *Our Future Needs.* New York: Franklin Watts, 1982.

From the World of Tomorrow series, this book presents some interesting ideas about the future for young elementary readers. Robot farms, farms afloat, home-grown energy, space factories, and more encourage students to look at the future with a positive attitude.

Ardley, Neil. *Tomorrow's Home.* New York: Franklin Watts, 1982.

From the World of Tomorrow series, an easy-to-read look at what homes might be like in the future. Upper elementary students will enjoy this colorfully illustrated dream of tomorrow, which could be a springboard to some thought-provoking discussions and predictions.

Arnold, Arnold. *The World Book of Children's Games.* New York: World Publishing Company, 1972.

A collection of informal games for children of all ages, played since earliest times and in all parts of the world.

Asimov, Isaac. *How Did We Find Out About Solar Power?* New York: Walker and Company; 1981.

Readers of all ages can gather much information, both technical and historical, about solar power from this book. Asimov details the history of solar power from Greek and Roman times through the current era of energy shortages and increasing fuel consumption.

Bain, Ian. *Water on the Land.* New York: Franklin Watts, 1984.

Part of the Planet Earth series, this colorful and informative book looks at rivers, both above and below ground, and describes how they flow and how they affect the landscape. For grades 5 and above.

Baker, Augusta, and Ellin Greene. *Storytelling: Art and Technique.* New York: R. R. Bowker Company, 1977.

A comprehensive teacher resource for storytelling to audiences of any age. This book gives information on preparation, planning, and techniques for a wide variety of tales, as well as a thorough bibliography of folktakes, fairy tales, and hero tales, poetry, myths, legends, and fables from many lands. The selections are grouped for reading to various ages.

Bates, Sylvia. *Religions of the World.* London: Macdonald Educational, 1979.

In this short book, fourth through eighth grade students will find interesting and concise information on the main religions of today throughout the world. The development of religion in early societies, a world map showing where major religions are practiced, and a look at some of the commonalities among the religions give this book an added dimension. There are lively and colorful photographs and illustrations to interest youngsters.

Bauer, Carolyn Feller. *Handbook for Storytellers.* Chicago: American Library Association, 1977.

Excellent reference for any teacher. Contains hints for good storytelling techniques and for creating props; has an extensive bibliography covering myths, fables, poetry, choral works, folk games, and proverbs from around the world.

Bell, R. C. *The Boardgame Book.* Los Angeles: The Knapp Press, 1979.

From a tribal board game of New Zealand to tic-tac-toe, board games from around the world are presented with full-color playing boards, complete instructions, and a short history of each game. There is a history of board games in general and many photographs of antique games from the author's collection. An excellent game resource.

Bendick, Jeanne. *The Big Strawberry Book® of the Earth: Our Ever-Changing Planet.* New York: McGraw-Hill Book Company, 1980.

The illustrated story of the earth's formation, the natural forces that change it (tectonics, erosion, and so on), and the changes caused by humans and other living things. Best for use in upper elementary grades.

Benjamin, Carol Lea. *Cartooning for Kids.* New York: Thomas Y. Crowell, 1982.

Suitable for the elementary grades, this book has excellent suggestions for getting a message across through cartooning. There is a glossary of animal characters, and even students who don't think they can draw will be encouraged to try with the help of these ideas.

Bentley, Judith. *The Nuclear Freeze Movement.* New York: Franklin Watts, 1984.

An in-depth look at the nuclear freeze movement as well as related organizations in the United States and Europe who are working for peace. Explains the nuclear arms race, from the explosion of the atomic bomb during World War II up to the present. Examines American and Soviet armament and the arguments for and against a nuclear freeze.

Berger, Gilda. *Religion: A Reference First Book.* New York: Franklin Watts, 1983.

Suitable for grades 4 through 8, this reference gives an alphabetical listing of the world's religions, describes the beliefs of their members, and explains briefly and clearly the terminology of each.

Bitter, Gary. *Addison-Wesley Computer Literacy: Awareness, Applications, and Programming.* Menlo Park, CA: Addison-Wesley, 1986.

A comprehensive text that introduces students (from middle school and up) to the world of computers and how they can be used as problem-solving tools. Students learn about hardware and software, word processing, data bases, spreadsheets, flowcharts, and programming. Additional topics include the history of computers, computer use in society, computer ethics, and future trends. Complete teacher support materials are available.

Boesen, Victor. *Doing Something About the Weather.* New York: G. P. Putnam's Sons, 1975.

The author predicts that by the year 2000, human beings will have control over the weather conditions that take lives and destroy property. The story of experiments with rainmaking, hurricanes, hail, lightning, tornadoes, and fog make fascinating reading for upper elementary students.

Borghese, Anita. *Foods from Harvest Festivals and Folk Fairs: The Best Recipes From and a Guide To Food Happenings Across the Nation.* New York: Thomas Y. Crowell, 1977.

A wonderful collection of recipes for ethnic foods that gives the story behind major ethnic festivals in the United States. For all ages.

Borghese, Anita. *The International Cookie Jar Cookbook.* New York: Charles Scribner's Sons, 1975.

Presents cookie recipes from over sixty-five countries with notes on each country's history, culture, and people. Also includes tips on cookie-making methods for the beginner, lists of needed utensils, and an explanation of terminology.

Bottomley, Jim. *Paper Projects for Creative Kids of All Ages.* Boston: Little, Brown and Company, 1983.

Great general reference of special value to teachers with limited crafts background. These projects are all from paper, and most are easily made. Persons of any age can use the diagrams and illustrations to complete such projects as dioramas, castles, hats and headbands, boats, cars, and animal puppets. The book also shows how to make buildings from paper logs and timber.

Bourgeois, Jean-Louis and Carollee Pelos. *Spectacular Vernacular.* Salt Lake City: Peregrine Smith Books, 1983.

Vernacular architecture of desert regions of Afganistan, Pakistan, India, Mali, Mauritania, Niger, and Senegal is shown in color and black and white photos. From this book one gains a deeper appreciation for humankind's ingenuity and creative ability.

Bova, Ben. *Man Changes the Weather.* Reading, MA: Addison-Wesley Publishing Company, 1973.

Upper elementary students and above will find information about the intentional and unintentional changes human beings have made in weather. Book covers indoor and outdoor changes and explores questions of the future. A chart explaining the government weather modification program is included.

Branley, Franklyn M. *Space Colony: Frontier of the Twenty-First Century.* New York: Elsevier/Dutton, 1982.

Discusses the technical problems inherent in building and maintaining a space colony, including day-to-day living problems such as day/night cycles, weightlessness, waste recycling, and the procurement of adequate air, water, and food. "Letters from home" written by the space pioneers add a human dimension. Author also suggests benefits to earth of space colonies.

Branley, Franklyn M. *Water for the World.* New York: Thomas Y. Crowell, 1982.

Covered in this resource book for young people are such topics as the water cycle, pollution, the need for conservation, sources of water, and how water gets from its source to where it is needed. Many diagrams and drawings help explain the concepts.

Brown, Marc. *Your First Garden Book.* Boston: Little, Brown and Company, 1981.

This book is sure to inspire young gardeners. It has a colorful format and many clever ideas requiring very few materials or supplies. Indoor and city gardening, bird feeders, garbage gardening (planting seeds from foods eaten), and salad growing are a few of the suggestions. Includes a glossary of gardening terms and a list of suppliers of seeds, bulbs, and materials.

Brown, Osa. *The Metropolitan Museum of Art Activity Book: Crafts, Models, Toys, Games, Puzzles, and Mazes Inspired by the Treasures in the Museum's Collection.* New York: Random House, 1983.

Full-color illustrations of museum pieces related to each activity and working diagrams make this an appealing resource for such projects as Japanese Carp Kites, Pantins (jumping dolls of two thousand years ago), Peruvian Masks, and Roman Mosaics. Fourth graders through adults can create their own treasures with the guidance of this unique book.

Bruner, Jerome, Alison Jolly, and Kathy Sylva, eds. *Play—Its Role in Development and Evolution.* New York: Basic Books, 1976.

A collection of writings on play explaining its evolutionary context; its role in the world of objects and tools; and its role in social, linguistic, and creative development.

Burke, James. *Connections.* Boston: Little, Brown and Company, 1978.

A look at eight inventions and how they affected civilization and the relationship between humans and environment. An adult reference.

Caket, Colin. *Drawing Cartoons.* New York: Sterling Publishing Company, 1982.

The basics of cartooning are presented in a simple, appealing way for all ages. Covers technique and equipment needed.

Carson, James. *Volcanoes.* New York: Franklin Watts, 1984.

Part of the Planet Earth series, this colorful and informative look at volcanoes explains how they are formed and how they behave—why they erupt, what comes out of them, how they affect the surrounding land, and ways of predicting them. For grades 5 and above.

Cartoon History of the U.S. Foreign Policy 1776–1976 (A). New York: William Morrow, 1975.

A collection of historical cartoons on U.S. foreign policy.

Casey, Betty. *International Folk Dancing U.S.A.* New York: Doubleday and Company, 1981.

An excellent teacher reference containing directions for dances from more than twenty countries, most with native costumes pictured. Record sources, publications, folk dance camps, and organizations are included.

Catherall, Ed. *Solar Power.* New Jersey: Silver Burdett, 1981.

A book of experiments to help fourth through eighth graders learn about solar energy. Presented in an easy and clear manner, with colorful illustrations, the directions lead to the making of solar dryers and heaters and the production of solar energy.

Cendrars, Blaise. *Shadow.* Translated and illustrated by Marcia Brown. New York: Charles Scribner's Sons, 1982.

Cendrars was a French poet and writer and a world traveler specializing in other cultures. This book is enhanced with beautiful color collages. The African images of shadow are more than a shadow; they are "an eerie image shifting between the beliefs of the present and the spirits of the past."

Ceserani, Gian Paolo, and Piero Ventura. *Grand Constructions.* New York: G. P. Putnam's Sons, 1983.

This beautiful book traces in rich and detailed illustration the history and development of human constructions on the earth, from Stonehenge and the first dwellings to Greek, Roman, Islamic, Gothic, and modern architecture. Fosters an appreciation of the structures left on earth by humanity. For ages 12 and up.

Chandler, Robert. *Russian Folktales.* New York: Random House, 1980.

Seven Russian folktales with beautiful color illustrations, suitable for reading aloud for grade 6 through adult.

Choices: A Unit on Conflict and Nuclear War. Washington, DC: National Education Association, 1983.

A junior high school instructional unit designed to help students understand the power of nuclear weap-

ons, the consequences of their use, and the options available to resolve conflicts among nations by means other than nuclear war.

Claiborne, Robert. *The Birth of Writing.* New York: Time-Life Books, 1974.

A detailed account of the history of writing, beginning with Egypt and including the tools, the people who were part of the history, and the "Legacies of Literature."

Clarke, Donald, ed. *How It Works Encyclopedia of Great Inventors and Discoveries.* London: Marshall Cavendish Books, 1978.

A biographical dictionary of inventors and scientists from Agricola, the first man to study mining and minerals, to Zworkin, inventor of the iconoscope, the basis of the first true television cameras.

Clarkson, Atelia, and Gilbert B. Cross. *World Folktales—A Scribner Resource Collection.* New York: Charles Scribner's Sons, 1980.

Over sixty of the world's best-loved folktales are arranged thematically in this useful volume. Chapters on the use of folktales in the elementary classroom and in the college classroom, an index of folktale motifs, and classification of tales by type make this a valuable resource for teachers at any level who wish to demonstrate the universality of folk literature.

Cobb, Vicki. *The Secret Life of Hardware.* New York: J. P. Lippincott, 1982.

A concise and simply written, yet comprehensive description of the chemistry and physics principles underlying common hardware items. Chapters include: "Surface Stuff: Cleaners, Polishes, Waxes," "Paints," "Connectors" (rope, glue, tape), "Tools: Simple Machines" (in which the calculation of mechanical advantage is clearly explained), and "Electricity." Interesting projects are suggested. For grade 4 to adult.

Cole, Ann, et al. *Children Are Children Are Children.* Boston: Little, Brown and Company, 1978.

Elementary and middle school students will enjoy learning about the culture and people of six countries through activities and craft projects. The language and geography of Brazil, France, Iran, Japan, Nigeria, and the USSR are covered, and the text is illustrated liberally.

Colomba, Frederica. *Animal Migration.* Connecticut: Burke Publishing Company, 1981.

A compendium on the migration of land, air, and water animals for grade 6 and up, illustrated with many color photographs.

Comparisons of Distance, Size, Area, Volume, Mass, Weight, Density, Energy, Temperature, Time, Speed, and Number Throughout the Universe. The Diagram Group. New York: St. Martin's Press, 1980.

As the title indicates, this book compares world records through illustrations that heighten the reader's awareness of differences among objects and creatures of the world. A fascinating reference for readers young and old.

Conservation Directory. Washington, DC: National Wildlife Federation, 1982.

A list of organizations, agencies, and officials concerned with natural resource use and management. Organizations are international, national, and interstate. Each entry gives all vital information, including addresses, phone numbers, officers, publications, and a brief description of the purpose.

Cooper, Terry Touff, and Marilyn Ratner. *Many Hands Cooking.* New York: Thomas Y. Crowell in cooperation with UNICEF, n.d.

An international children's cookbook of delicious, easy-to-make recipes. Filled with color illustrations, the book presents foods of 40 countries. Recipes are coded according to difficulty.

Cosman, Anna. *How To Read and Write Poetry.* New York: Franklin Watts, 1979.

Discusses the reading and writing of different forms of poetry; illustrated with beautiful black-and-white pen-and-ink drawings.

Cosner, Sharon. *Masks Around the World.* New York: David McKay Company, 1979.

Describes ancient and modern masks from a variety of cultures throughout the world and gives instructions for making ten different masks. Includes a bibliography on mask making.

Countries of the World and Their Leaders (2 vol). Detroit: Gale Research Co. (Book Tower, Detroit, MI 48226). Published annually.

Compilations of current information on cultural, geographical, and political conditions in the countries on all the continents, based on past reports of the US Department of State. Good source for ages 12 and up.

Crook, Betty, and Charles L., M.D. *Famous Firsts in Medicine.* New York: G. P. Putnam's Sons, 1974.

Black-and-white portraits of many of the scientists accompany one-page descriptions of their work. Covers the first X rays, the heart pump, the stethoscope, and the ophthalmoscope, as well as the conquest of childbed fever, yellow fever, scurvy, pellagra, polio, and German measles.

Culturegrams. Provo, UT: Brigham Young University, Center for International and Area Studies (Publication Services, 130 FOB, Box 61, Provo, UT 84602).

Inexpensive, four-page pamphlets that teach about the customs, manners, and lifestyles found within each of 75 countries. Useful for the upper elementary grades and up.

Daddona, Mark. *Hoe, Hoe, Hoe: Watch My Garden Grow.* Reading, MA: Addison-Wesley Publishing Company, 1980.

Written in a conversational style that will appeal to the elementary reader, this guide for the beginning gardener covers all the basics. From the selection of the site to horticultural techniques, the book gives information in a clear, simple, action-oriented manner that will encourage the young gardener.

Degenhardt, Henry W., ed. *Treaties and Alliances of the World.* Detroit: Keesing's Reference Publication, 1981.

Covers details of World War II alliances and treaties, the formation of the United Nations, and agreements involving disarmament, science, space, the environment, and regional concerns. Outline maps illustrate memberships in the agreements. A useful teacher reference.

De Pree, Mildred. *A Child's World of Stamps.* New York: Parents' Magazine Press, 1973.

A journey to other countries through their stamps, which depict national animals, celebrations, entertainments, and heroes. Stamps are illustrated in beautiful color.

Dreyfuss, Henry. *Symbol Sourcebook: An Authoritative Guide to International Graphic Symbols.* New York: McGraw-Hill Book Company, 1972.

Over eight hundred pages of universally understood symbols. An excellent reference book for both teachers and students. Contents are by disciplines—agriculture, biology, medicine, communications, photography, and so on. There are 17 sections of symbols pictured.

Dubrovin, Vivian. *Write Your Own Story.* New York: Franklin Watts, 1984.

A valuable writing resource for fourth through eighth graders. Shows how to select a theme, outline, build characters, edit, and select a title. Offers inspiring and useful suggestions for collecting ideas. A real help for aspiring young authors.

Dugan, William. *All About Houses.* New York: Golden Press, 1975.

An easy-to-understand text for fourth through eighth graders, giving a colorfully illustrated history from the first shelters to the homes of today.

Durrell, Gerald, with Lee Durrell. *A Practical Guide for the Amateur Naturalist.* New York: Knopf, 1983.

A "how-to" book that introduces the naturalist craft to the young reader. Describes what naturalists find in each type of ecosystem and how they find it. With full-color illustrations of plants, animals, and their habitats.

Earthship: A Young Person's Guide to Our Planet. The Diagram Group. London: Longman Group, 1980.

A look at where the earth came from, how it is being polluted, its resources, and its future, with text, diagrams, and illustrations in full color. Contains information of value to all ages.

Eberle, Irmengarde. *Modern Medical Discoveries.* New York: Thomas Y. Crowell, 1968.

The story of how drugs and instruments were invented to help combat diseases and suffering. Describes the lives of the scientists who developed them, the conditions under which they worked, and their failures and triumphs. Fourth through ninth graders will learn, for example, how international cooperation brought about the use of plasma in all parts of the world.

Elbert, Virginia. *Paperworks: Colorful Crafts from Picture Eggs to Fish Kites.* Englewood Cliffs, NJ: Prentice-Hall, 1982.

Clear, accurate directions are offered for 45 paper projects, ranging from easy to difficult. Materials for most activities can be found around the home or in school, and all ages will find things to make. Includes directions for an "everlasting wall calendar," which would be useful for the Cultural Festival Calendar Activity.

Encyclopedia of Associations. Detroit: Gale Research Company, published annually.

Entries in this reference work are listed alphabetically and by a key word to facilitate use. Each listing provides organization's address, membership figures, aims and activities, publications, and other pertinent information.

Ethridge, James M., ed. *Directory of Directories.* Detroit, MI: Information Enterprises, 1980.

Includes entries such as the following:
World Trade Centers Associations: Over 100 existing or developing centers devoted to increase of international trade, world-wide. (Semi-annual; free.)
Chase's Calendar of Annual Events: Over 4,000 special days and events world-wide, arranged chronologically.
Many more are included, with addresses and all pertinent information.

Fagg, Christopher, and Adrian Sington. *How They Built Long Ago.* New York: Warwick Press, 1981.

The materials and methods of building from 20,000 B.C. to the Renaissance are featured in this unusual book. Illustrations show the way people lived during each era. A thorough glossary covers the tools, technologies, power sources, and principles of building. An excellent source of information about dwellings of the past.

Festivals in Asia. Sponsored by the Asian Cultural Center for UNESCO. Tokyo/New York/San Francisco: Kodonsha International, 1975.

The festivals of nine Asian countries are explained in story form with full-color illustrations. Commonalities of the celebrations are emphasized, "for the joy of living and gratitude for natural bounties are universal." For upper elementary through ninth grade use.

Fiarotta, Phyllis, and Noel Fiarotta. *The You and Me Heritage Tree: Ethnic Crafts for Children.* New York: Workman Publishing Company, 1976.

Beginning with a short historical overview of the immigration of more than twenty nationalities to the United States, this book goes on to explore the heritage of crafts these ethnic groups brought with them. Activities are grouped by the materials used (paper, yarn, beads, eggs, and so on). Directions and diagrams are clear and easy to follow. The final chapter is devoted to helping children plan and promote a bazaar.

Filstrup, Chris and Jane. *Beadazzled: The Story of Beads.* New York: Frederick Warne, 1982.

Many black-and-white photographs and illustrations, as well as several color plates, enhance this history of beads from all over the world. There are eight projects to interest students in grades 6 through 12, including one using a Soroban Analog Computer.

Fincher, E. B. *The Bill of Rights.* New York: Franklin Watts, 1978.

Includes the text of the amendments to the US Constitution and a detailed examination of each. Upper elementary students will learn the history of the ideas embodied in the Bill of Rights, beginning with the writing of the Magna Carta in 1215 and continuing to the adoption of the amendments themselves. Also covered is how people determine the proper use and interpretation of the amendments.

Fisher, Aileen, and Olive Rabe. *Human Rights Day.* New York: Thomas Y. Crowell, 1966.

This easy-to-read book for third through sixth grades relates the history of the fight for human rights, from slave times through the establishment of the United Nations and its declaration of human rights.

Foley, Dan. *Toys Through the Ages: Dan Foley's Story of Playthings Filled with History, Folklore, Romance, and Nostalgia: A Book for All Ages.* Philadelphia: Chilton Books, 1962.

Intriguing topics in this classic work on toys from ancient to modern day, and from around the world, include "Teddy the Bear," "Too Much for a Whistle," and "Toys That Taste Good." There are six full-length toy stories and two bibliographies, one for stories about toys and one on the research for the book.

Foods of the World series. New York: Time-Life Books, 1968.

A comprehensive collection of guides to the world's cuisines.

Ford, Adam. *Weather Watch.* New York: Lothrop, Lee and Shepard, 1982.

Color illustrations accompany each article about the weather in this book for fourth through sixth graders. Though it is a short book, topics such as world weather, weather information, and types of weather are well covered, as are human efforts to change it. Students will want to try some of the experiments.

Forman, James D. *That Mad Game: War and the Choices of Peace.* New York: Charles Scribner's Sons, 1980.

An overview of war and peace throughout history. Upper elementary students through adults will find this worthwhile reading. There is a section on the peacemakers of history, and the final chapter contains some optimistic suggestions for ending war in the world. Excellent sources for further information can be found in the bibliography.

Fowler, Virginie. *Folk Toys Around the World and How to Make Them.* Englewood Cliffs, NJ: Prentice-Hall, 1984.

What did children of tenth-century China play with? What kind of toys do children of Africa have today? What kinds of toys did the early settlers and Indians in the Americas have? Students learn all about these different playthings from this book, as well as how to make them. In all, there are 30 projects from all over the world.

Fun With Chinese Characters. The Straits Times Collection. Singapore: Federal Publications, 1980.

Cartoonist Tan Huay Peng introduces the world of pictographs and ideographs to readers of all ages.

Gallivan, Marion F. *Fun For Kids: An Index to Children's Craft Books.* Metuchen, NJ: Scarecrow Press, 1981.

A wonderful reference for all ages. Grade level and ethnic origin of crafts are given for each entry. Includes an alphabetical index of books by author, a craft index by names of projects, and a craft index by type of material.

Garden, Nancy. *The Kid's Code and Cipher Book.* New York: Holt, Rinehart, and Winston, 1981.

Presents a variety of codes and ciphers as well as messages to encode and decode.

Garrison, Joseph A. *Solar Projects: Working Solar Devices to Cut Out and Assemble.* Philadelphia: Running Press, 1981.

A hands-on approach to exploring the uses of solar energy. Projects are intended for educational and experimental use and are outlined on heavy cardboard for assembly by readers of any age. Step-by-step instructions for assembly and use are given. Includes a glossary and a bibliography for further study of solar energy.

George, Jean Craighead. *The Wild, Wild Cookbook: A Guide for Young Wild-Food Foragers.* New York: Thomas Y. Crowell, 1982.

Introduces 39 wild foods by season, with drawings to help identify each one. Even city dwellers are remembered, with wild plants that grow in vacant city lots and parks. Common scientific names, nutritional values, and typical habitats are described for each plant. Also included are wonderful recipes, such as Dandelion Fritters, Sunflower Pudding, and Cattail-on-the-Cob, to intrigue readers from upper elementary grades and up.

Gilbreath, Alice Thompson. *Fun With Weaving.* New York: William Morrow & Co., 1976.

Well-illustrated projects for fourth through sixth graders.

Glubok, Shirley. *The Art of India.* London: Collier-Macmillan, 1969.

An outstanding book that introduces the young reader to the history and culture of India through text and pictures. The adornment of the people and their buildings is depicted in excellent photographs and paintings. Other volumes in this series by the same author cover the art of Egypt, Mexico, Greece, Africa, and Peru, as well as Eskimo art.

Golden, Augusta. *Geothermal Energy: A Hot Prospect.* New York: Harcourt Brace Jovanovich, 1981.

A positive look at geothermal energy as a limitless source of energy, "a realistic dream." The presentation of the history and uses of geothermal energy, as well as an extensive bibliography, make this an excellent resource for all levels.

Golden, Frederic. *Colonies in Space: The Next Giant Step.* New York: Harcourt Brace Jovanovich, 1977.

A scientific look at colonizing outer space from a physicist's point of view. Contains much information for the upper elementary student and beyond, including ideas on how complete living and industrial facilities could operate on solar energy and on what kind of recreational opportunities might exist. Black-and-white line drawings and diagrams vividly convey a sense of space living.

Goode, Stephen. *Eurocommunism.* New York: Franklin Watts, 1980.

The introduction says, "Eurocommunism. A word to evoke fear or hope? Read, and see if you can decide." The book tells the young advanced reader what Eurocommunism is, where it came from, how it differs from other forms of communism, and what its future may be.

Goode, Stephen. *The Nuclear Energy Controversy.* New York: Franklin Watts, 1980.

The details of how nuclear energy is produced are spelled out and illustrated with photos and schematic drawings. Goode presents the "facts and the myths" about nuclear energy in a form usable by students in sixth grade and up.

Goodman, Deborah Lorme. *The Magic Shuttle.* Washington, DC: Smithsonian Institute, 1982.

A little girl buys a magic shuttle for her mother in an antique shop, and its magic helps her journey through time to learn about weaving through the ages. Written to accompany the Smithsonian traveling textile exhibit, this lovely tale is beautifully illustrated and will delight all children.

Green, Jennifer. *The Self-Sufficient Weaver.* North Pomfret, VT: Batsford, 1983.

This book is especially for the new weaver or the teacher of students new to weaving. It starts with a look at sheep, fleece, and wool dyeing. The first project is finger weaving, with no equipment needed. Subsequent projects cover cardboard looms, building an inkle loom, and finally using a floor loom. The techniques are well described, plans and instructions are clear, and the author is very encouraging to the novice.

Greenblatt, Cathy S., and Richard D. Duke. *Gaming-Simulation: Rationale, Design and Applications.* New York: John Wiley and Sons, 1975.

A comprehensive collection of writings useful to teachers in the evaluation or design of games and simulations. "The Game Design Process" and "Specifications for Game Design" are two especially helpful chapters for anyone designing games for classroom use.

Gregor, Arthur S. *Man's Mark on the Land: The Changing Environment.* New York: Charles Scribner's Sons, 1974.

Clearly shows through pictures and text the effects of human beings on the Earth, including an explanation and graph of the "J" curve. Fourth through eighth graders will gain a perspective on these changes through the ages, starting twenty thousand years ago and ending in the present with a note of optimism.

Gregory, Ruth. *Anniversaries and Holidays.* Chicago: American Library Association, 1975.

A reference in three parts: (1) a calendar of fixed days based on the Gregorian calendar, including notable persons' birthdates and patriotic and special event days with descriptions; (2) a calendar of movable holidays in the Christian, Islamic, and Jewish calendars and an Eastern and Western World Festival Calendar; and (3) an extensive bibliography.

Grun, Bernard. *The Timetables of History.* New York: Simon and Schuster, 1982.

An updated English-language version of Werner Stein's earlier *Kulturfahrplan* ("The Cultural Timetables"). "A horizontal linkage of people and events," the book is presented in time-chart form to stimulate comparisons of world history and politics, learning, events in the visual arts, music, science, technology, and daily life throughout the world and recorded time. The book has applications in elementary, junior high, and senior high school studies.

Grunfeld, Frederic V. *Games of the World.* New York: Holt, Rinehart and Winston, 1975.

An outstanding reference work on games for all ages. Extensive use of color photographs and illustrations helps to show "how to make the games, how to play them, and how they came to be." There are indoor, outdoor, and party games, as well as puzzles, tricks, and stunts. Many wonderful color plates show people of different cultures throughout the world playing the games.

Hammond, Mildred. *Square Dancing Is for Me.* Minneapolis: Lerner Publications Company, 1983.

Written in the first person and illustrated with many photographs, this young girl's account of learning to square dance includes easy-to-follow diagrams for the steps and a glossary of terms. The book notes that a US Senate bill, endorsed by the President, makes square dancing the national dance of the United States.

Handbook of the Nations. A Brief Guide to the Economy, Government, Land, Demographics, Communications, and National Defense Establishment of 188 Nations and Other Political Entities. Detroit: Grand River Books (1249 Washington Blvd., Detroit, MI 48226). Published annually.

A reprint of the *World Factbook,* produced annually by the US Central Intelligence Agency's National Foreign Assessment Center. Describes the land, people, government, economy, communications, and defense forces of the countries of the world.

Harrold, Robert. *Folk Costumes of the World.* London: Blandford Press, 1978.

Color plates of the folk costumes of over fifty nations worldwide make this a worthwhile resource book for anyone staging a dance, play, or festival. An introduction to the development of folk costumes is

followed by a complete description of each costume. The relationship of climate and physical geography to the tremendous variety in dress is also discussed.

Hawkes, Nigel. *Food and Farming.* London: Franklin Watts, 1982.

In an easy-to-read, attractive style, Hawkes gives an overview of intensive farming, fishing, food processing, famine, and geographical patterns as they relate to the production of food and the use of energy. This short book has an optimistic outlook toward the future.

Helfman, Elizabeth S. *Blissymbolics: Speaking Without Speech.* New York: Elsevier/Nelson Books, 1981.

The subject of this book is Charles Bliss, who believed a system of universally used symbols could bring peace to the world. Students in upper elementary grades and above will appreciate the work of this man and its applications today. There is a word-to-symbol glossary and many illustrations of symbols from the Bliss System.

Helfman, Elizabeth S. *Signs and Symbols Around the World.* New York: Lothrop, Lee and Shepard, 1967.

An older but still relevant book that traces the history of signs and symbols from those used in prehistoric times to those that may be needed in the future for international use and understanding. Language, science, art, music, religion, mathematics, magic, and other fields are covered, and many illustrations are included, making this an interesting book for all readers. The final chapter deals with the difficulties and the promise of a system of internationally known and accepted signs.

Hessel, Milton. *Man's Journey Through Time: The Important Events in Each Area of the Earth in Each Period of History.* New York: Simon and Schuster, 1974.

Eight chapters, each devoted to a particular time period, from 5 billion years ago to the twentieth century, are subdivided into the six geographic areas of the world. At the beginning of each chapter a time line shows what was happening in each geographic area at a specific time. A helpful source for students and teachers.

Hiller, Carl E. *Caves to Cathedrals: Architecture of the World's Great Religions.* Boston: Little, Brown and Company, 1974.

The architecture of six of the world's major religions is dramatically portrayed in 150 photographs. The author summarizes the beliefs of each religion and discusses how those beliefs have influenced the type of architecture characteristic of its buildings.

Hillman, Howard. *The Book of World Cuisines.* New York: Penguin Books, 1979.

Detailed descriptions of the culinary history and specialties of 100 countries provide an excellent resource for classroom cooking experiences and cross-cultural studies.

Hilton, Suzanne. *Here Today and Gone Tomorrow: The Story of World's Fairs and Expositions.* Philadelphia: Westminister Press, 1978.

The author recreates eight expositions, starting in 1853 at the New York Crystal Palace, using historical pictures and drawings to evoke the feelings and pleasures of each event. Time capsules are discussed for 1876, 1939, and 1964.

Hogben, Lancelot. *The Wonderful World of Communication.* New York: Doubleday and Company, 1969.

The scope of this history of communication is from twenty-five thousand years ago to global communication now and in the future. Chapter titles include "Art to Alphabet," "Penman to Printer," and "Magic Lantern to Movie." The glossary includes key terms, from *amplifier* to *stereotype*, with many illustrations.

Holbrook, Sabra. *Canada's Kids.* New York: Atheneum, 1983.

The author explores the diversity and the similarities of Canadian youngsters today, giving a feeling for the way children live, think, and feel about their lives.

Houck, Carter. *Warm as Wool, Cool as Cotton.* New York: The Seabury Press, 1975.

Students in the upper elementary grades will enjoy this history of natural fibers and the basic forms of fabric creation. Clever line illustrations clearly show the reader how the thread is spun, how vegetable dyeing is done, and how fibers are interlaced in weaving and kitting. The last chapter discusses synthetic fibers and how they compare to natural fibers.

How Things Are Made. Washington, DC: National Geographic Society, 1981.

Explains how a variety of products are made, highlighting the ways in which manufacturing techniques have changed over the years.

Huntington, Lee Pennock. *Simple Shelters.* New York: Coward, McCann and Geoghegan, 1979.

Beautiful black-and-white illustrations accompany descriptions of shelters, tools, and building techniques in North and South America, Africa, and India. Early stone, earth, and farm houses in different ecosystems are compared. For all ages.

Hyde, Margaret O. *Energy: The New Look.* New York: McGraw-Hill Book Company, 1981.

A general look at many energy sources, such as coal, wind, water, the sun (solar), the earth (geothermal), and so on, followed by illustrations of possible ways to conserve energy, such as capturing star power for controlled fusion, gathering energy from biogas and trash, ocean heat, waves, tides, and hydrogen. An excellent bibliography includes further readings, organizations that provide free and low-cost materials, and energy hotlines operated by the US Department of Energy. For all ages.

Ichper Book of Worldwide Games and Dances. Washington, DC: Aahper Publications, 1976.

The book is divided into two sections, Games and Dances, each arranged alphabetically by country of origin. Instructions and diagrams for every activity are given, including music for most dances. Everyone from sixth grade up will enjoy using this book.

Inglefield, Eric. *Flags.* New York: Arco Publishing, 1984.

All national flags are pictured in full color, each accompanied by its history. Basic patterns for designing flags are given, along with symbols, color meanings, and purposes. For all ages.

It's Your Environment. Environmental Action Coalition. New York: Charles Scribner's Sons, 1976.

Illustrated in a cartoon fashion and written for the upper elementary student, this book contains many projects and activities to improve the environment and promote awareness of our surroundings. Chapters include "Caring for our Cities," "City Farmer," and "Places to Play."

Jarman, Cathy. *Atlas of Animal Migration.* New York: The John Day Company, 1972.

Color illustrations and maps of migratory routes accompany descriptions of six categories of animals. The author also explains why and how animals migrate and how they are tracked. A resource for teachers and older students.

Jordan, Amil L. *Animal Atlas of the World.* Maplewood, NJ: Hammond, 1969.

An excellent reference on the habitats of animals for elementary students through adults. Included are climate maps of the world, natural vegetation maps, and major wildlife areas of the world (national parks, preserves, sanctuaries, and so on). For each animal there is a full-color portrait, a description of its size, weight, gestation period, and so on, and a map of its range.

Joseph, Joan. *Folk Toys Around the World: And How to Make Them.* New York: Parents' Magazine Press, 1972.

Toys from 20 areas of the world, representing every continent, are presented. Delightful drawings of each toy are given, along with full-size patterns, painting schemes, needed tools, and directions for assembly. There is also some background information on the history of each toy and the culture from which it comes. A special section illustrates the use of drills and saws for younger children. For all ages.

Journalism: Merit Badge Series. North Brunswick, NJ: Boy Scouts of America, 1976.

In library-bound edition or paper, this pamphlet provides an excellent introduction to the news media: what they are, how they work, how one writes for them, and career opportunities in the field. Editor's and proofreader's marks are illustrated, measuring copy and fitting it on the page are explained, and photographing news events is discussed. An excellent source of information for upper elementary and junior high students who are writing and publishing their own newspapers or magazines.

Judy, Susan J., and Stephen Judy. *Putting on a Play: A Guide to Writing and Producing Neighborhood Drama.* New York: Charles Scribner's Sons, 1982.

Everyone who has ever wanted to put on a play will find encouragement and creative stimulation, as well as down-to-earth help, in this book. Creating the idea, researching, producing, and presenting are discussed in a casual but informative way. Special topics include warm-up exercises, animated cartoons, and silent film techniques. Book has a fine bibliography.

Kamerman, Sylvia E., ed. *Dramatized Folktales of the World: A Collection of Fifty One-Act Plays.* Royalty-free adaptations of stories from many lands. Boston: Plays, Inc., 1971.

These royalty-free dramatic adaptations of stories from five continents capture the charm and humor of

the traditional folktale and reveal the unique characteristics of the 26 countries represented. Plays are of varying lengths and cast size and are easy to stage; minimum requirements for costumes and settings are given.

Kerrod, Robin. *The World of Tomorrow.* New York: Warwick Press, 1980.

A marvelous look at what the future may have in store for the world. Everyone will find things of interest, from foods of the future to work and play in unusual and advanced environments. Electronic transportation, laser surgery, asteroid exploration, and large-scale aquaculture are just some of the areas covered, promising a better world tomorrow.

Kiefer, Irene. *Poisoned Land: The Problem of Hazardous Waste.* New York: Atheneum, 1981.

Fine graphics and photographs and a glossary help upper elementary and older readers understand the problems of hazardous waste disposal. The book optimistically predicts a safe future through the use of many new waste disposal systems, such as land farming, secure landfill projects, and chemical and biological neutralizing of hazardous substances.

Knight, David C. *Robotics: Past, Present, and Future.* New York: William Morrow and Company, 1983.

As the title indicates, this book describes the origins, history, and uses of robots in the home, in the office, in science, in medicine, and in space. A thorough treatment of the subject, it includes predictions for the future. Students in the sixth grade and up will find useful information here.

Knopf, Mildred O. *Around the World Cookbook for Young People.* New York: Alfred A. Knopf, 1966.

Typical recipes from ten countries are offered in this unusual cookbook for young people. Each recipe is preceded by a letter from a girl of the country featured, giving glimpses of the culture, family traditions, and cuisines of her homeland. Also included are a glossary of cooking terms and a safety guide for beginning cooks.

Korty, Carol. *Plays from African Folktales: With Ideas for Acting, Dance, Costumes and Music.* New York: Charles Scribner's Sons, 1969.

Humorous but substantive dramatic material for children, including suggestions for scenery, costumes, masks, dances, mime, rehearsing, and instruments. Musical annotation for rhythm is provided.

Kraft, Betsy Harvey. *Coal.* New York: Franklin Watts, 1982.

An overview of the history of coal mining, the uses of coal, and the research now being conducted on the implications of its use. The author discusses the effects of coal burning on the environment and challenges readers to learn to use coal wisely in the future. A glossary of terms is included.

Kraft, Betsy Harvey. *Oil and Natural Gas.* New York: Franklin Watts, 1982.

As in her book on coal, the author treats oil and natural gas in a straightforward manner, discussing how and where they are formed, how they are processed, and how they can be used wisely. Glossary is included. Recommended for grades 5 through 8.

Kraska, Edie. *Toys from Grandmother's Attic: A Workbook and History of Fifteen Folk-Art Toys, Crafts, Plays, and Stories from the Collection of the Boston Children's Museum.* Boston: Houghton Mifflin Company, 1979.

Among the delightful projects for all ages are Japanese festival dolls and a Chinese shadow puppet play, with figures from two thousand years ago. Includes beautiful color cutouts, clear instructions, and diagrams for easy assembly.

Kuper, Jessica, ed. *The Anthropologists' Cookbook.* New York: Universe Books, 1977.

An intriguing note in this book reads, "In part because human meat is almost totally lacking in Vitamin B, this book contains no cannibal recipes." But it does contain many other recipes, along with fascinating information on many foods and on the significance of specific dishes throughout the world. Topics in this collection of anthropologists' writings include food and feasting in late medieval England, the Spanish olla and the ham, Chugach Eskimos' fish chowder, Amazonian smoked fish and meat, Faroese fare, the archeology of tasting, and many others that are equally interesting. Excellent background source for teachers or for use with students in eighth grade and up.

Lambert, David. *The Oceans.* New York: Franklin Watts, 1984.

Part of the Planet Earth series, this colorful and informative book takes a look at the oceans, explaining how they were formed, what they are like today, and what changes are reshaping them. All aspects are covered: the properties of sea water, waves and tides, currents, the ocean bed, how people exploit the resources of the oceans, and the important changes occurring to them. For grades 5 and above.

Lambert, David. *The Work of the Wind.* New York: Franklin Watts, 1984.

Another book in the beautiful and informative Planet Earth series, this volume describes the many effects of the wind, from the shifting desert sands to the gales that erode solid rock. The wind's involvement in the evolution of plant and animal life in certain areas is also described. For grades 5 and above.

Lappé, Frances Moore and Joseph Collins. *Food First: Beyond the Myth of Scarcity.* Boston: Houghton Mifflin Co., 1977.

The root causes of world hunger and food shortages are examined and solutions recommended.

Lasky, Kathryn. *The Weaver's Gift.* New York: Frederick Warne, 1980.

This delightful book for the young reader depicts the story of weaving from the shearing of the sheep to the making of a soft baby blanket. Beautiful photographs illustrate all the steps.

Leacroft, Helen and Richard. *The Buildings of Ancient Man.* Reading, MA: Addison-Wesley Publishing Company, 1973.

Reconstructions in drawings and text of many types of prehistoric buildings, with descriptions of how they were built and what life in them was like. Includes a one-page comparative time chart of the buildings of ancient peoples, with sketches of each. (A companion book to *The Buildings of Ancient Egypt, The Buildings of Ancient Greece,* and *The Buildings of Ancient Rome.* All are Young Scott Books, a former division of Addison-Wesley.)

LeBaron, John, and Phillip Miller. *Portable Video: A Production Guide for Young People.* Englewood Cliffs, NJ: Prentice-Hall, 1982.

Beginning with the history of video, the author takes the reader through all aspects of a video production, from the specifics of how to connect pieces of equipment to the skills and techniques of filming. Also included are topic ideas, graphics, and a glossary. For students in seventh grade and up.

Leokum, Arkady. *The Curious Book.* New York: Sterling Publishing Company, 1977.

A fascinating compendium of facts about people and places everywhere in the world. A cultural cousin to the Guinness *Book of World Records,* this volume will captivate readers from age nine and up.

Lesko, Matthew. *Information U.S.A.* New York: Penguin Books, 1983.

This handy reference gives the addresses and telephone numbers of federal government agencies that provide free or low-cost materials in many fields. Health, housing, and wildlife are among the many topics about which students might seek information as they engage in *Worldways* activities.

Lewis, Richard, ed. *Miracles: Poems by Children of the English-Speaking World.* New York: Simon and Schuster, 1966.

Readers of all ages will enjoy these poems by children aged 5 to 13 from around the world.

Loescher, Gil, with Ann Loescher. *Human Rights: A Global Crisis.* New York: E. P. Dutton, 1978.

A look at what human rights are and where in the world they have been violated. Five countries are examined in pictures and text for upper elementary students. Efforts to protect human rights everywhere are cited. Includes the text of the Universal Declaration of Human Rights.

Long, Jean. *How to Paint the Chinese Way.* New York: Sterling Publishing Company, 1983.

The basic principles of Chinese brush painting are given in detailed, step-by-step instructions. Information about materials and supplies is also provided. The book emphasizes flower and landscape painting, and the final chapter tells how to mount finished paintings. Readers of all ages can benefit from this well-written book.

Lubell, Winifred, and Cecil Lubell. *Picture Signs and Symbols.* New York: Parent's Magazine Press, 1972.

The authors tell the story of communication through signs and symbols clearly and simply enough for younger readers. The text and bright graphics enliven the story of signs and symbols, from airport to Olympics, maps to math.

Lueder, Edward, and Primus St. John, eds. *Zero Makes Me Hungry.* New York: Lothrop, Lee and Shepard, 1976.

The poets represented in this collection come from a wide range of ethnic and cultural backgrounds. Young readers will find the color graphics especially appealing.

Lyttle, Richard B. *The Games They Played: Sports in History.* New York: Atheneum, 1982.

A well-written, interesting look at the sports history of Greece, Rome, Germany, Egypt, Spain, and Holland, as well as of the Eskimo and Mayan cultures.

Macauley, David. *Mill.* Boston: Houghton Mifflin Company, 1983.

In the style of his other books (*Castle, Cathedral, Pyramid, Underground*) Macauley treats the mills of nineteenth-century New England. Four structures are featured, each built 20 years after the previous one. Planning, construction, and operation of each mill show the changes over time in architecture, power production, and the relationship of management and labor.

Macauley, David. *Pyramid.* Boston: Houghton Mifflin Company, 1975.

Step-by-step, Macauley traces the building of an ancient Egyptian pyramid in text and illustrations. Any reader will be fascinated and enlightened by this unique treatment of the subject. Includes a glossary of terms and illustrations of the tools used in construction.

MacDonald, Margaret Read. *The Storytellers' Sourcebook: A Subject, Title, and Motif Index to Folklore Collections for Children.* Detroit: Neal-Schuman Publishers, 1982.

This index lists 566 folktale collections and 389 picture books published from 1960 to 1981. A wonderful reference for teachers, giving quick access to (1) tales on a given subject (for example, ogres, magic, tests, chance and fate), (2) location of specific tales in collections, (3) tales from an ethnic or geographical area, and (4) variants of a particular tale.

MacGregor, Ann. *Bridges: A Project Book.* New York: Lothrop, Lee and Shepard, 1980.

An excellent resource for bridge-building projects in the classroom.

MacGregor, Carol. *The Fairy Tale Cookbook.* New York: Macmillan Publishing Company, 1982.

This charming cookbook is divided into five sections: breakfast, lunch, dinner, sweet things, and breads. Includes such intriguing titles as "Tom Thumb's Bread and Butter Pudding," "Aladdin's Jewelled Fruit Ambrosia," and "Strega Nona's Magic Pasta." Enjoyable for all ages.

McDonald, Lucile. *Windmills.* New York: Elsevier/Nelson Books, 1981.

This history of windmills from ancient times to today treats an interesting subject in a pleasing manner for readers from fourth grade and up. Fine line drawings accent the text, which covers windmill projects around the world. Includes a good bibliography for further reading.

McWhirter, Norris. *Guinness: The Stories Behind the Records.* New York: Sterling Publishing Company, 1982.

Details of the lives of 50 young record breakers and how they got into the *Guinness Book of World Records.* Most of the people featured will be of interest to fourth through eighth graders.

Metos, Thomas H., and Gary Bitter. *Exploring with Solar Energy.* New York: Julian Messner, 1978.

Discusses the past, present, and future uses of solar energy and includes instructions for experiments and model building. A chapter on the future of solar energy examines solar salt-water ponds, photosynthesis for releasing hydrogen from water for fuel, and solar sails. Fourth through eighth graders will enjoy the projects, which include a solar engine, a solar cell, and a solar cooker.

Meyer, Edith Patterson. *In Search of Peace.* Nashville: Abingdon, 1978.

A collection of short biographies of Nobel prize winners from 1901 through 1975. A more detailed account of the life of Alfred Nobel in the opening chapter includes quotations from his will relating to the prize. The last chapter examines how Nobel's vision is faring today.

Miles, Betty. *Save the Earth: An Ecology Handbook for Kids.* New York: Alfred A. Knopf, 1974.

A positive, hopeful approach to conservation of natural resources and world interdependence. Major divisions are land, air, and water, with many interesting projects in each. Final "How to Do It" section contains a checklist of good ecological habits, letter-writing tips, and publicity ideas for informational campaigns.

Millen, Nina. *Children's Festivals From Many Lands.* New York: Friendship Press, 1977.

Explores folk festivals from every continent. The discussion of each festival includes a general description as well as more specific details about family activities, decorations, and foods typical of the occasion. A unique section follows each general continental division: two pages of typical greetings, in native tongues, including a translation and an explanation of how and when they are used.

Mizumura, Kazue. *Flower Moon Snow: A Book of Haiku.* New York: Thomas Y. Crowell, 1977.

A sampling of delightful poems in praise of nature.

Modley, Rudolf, with William R. Myers. *Handbook of Pictorial Symbols.* New York: Dover, 1976.

Over three thousand examples of international pictographs are included in this comprehensive reference.

Morris, Desmond, et al. *Gestures.* New York: Stein and Day, 1979.

This fascinating book maps the geographical distribution of 20 human gestures and analyzes their meanings within the cultural contexts of 25 nations. Students of every age will be fascinated to discover the commonality and diversity of nonverbal language. A valuable resource for any study of communication.

Morris, Desmond. *Manwatching: A Field Guide to Human Behavior.* New York: Abrams, 1977.

Covers human behavior, gestures, and non-verbal communication. Illustrated.

Mulac, Margaret E. *Educational Games for Fun.* New York: Harper Row, 1971.

Thinking games for classroom use that cover a wide range of curricula: spelling, arithmetic, geography, science, history, and language.

Munsen, Sylvia. *Cooking the Norwegian Way.* Minneapolis: Lerner Publishing Company, 1982.

This is one of a series of children's cookbooks (others feature cooking in Chinese, English, French, Italian, Japanese, Mexican, and Spanish ways). The author has included notes on the customs, a metric conversion chart and lovely color illustrations.

Myller, Rolf. *Symbols and Their Meaning.* New York: Atheneum, 1978.

A simple, clear, and bright look at some international symbols and an invitation to seek others in our everyday life. Included are the meanings of color and shapes in signs. Suitable for young readers.

NATO Handbook. NATO Information Service, Brussels; 1982.

This factual document contains an analysis of the treaty, an explanation of how it works, and a look at its military and civil structure. The appendix contains a chronology of events related to NATO from its inception in 1945 to the anniversary of the admittance of Greece and Turkey on February 18, 1982.

The New Encyclopedia of Textiles. Compiled by the Editors of American Fabrics and Fashions Magazine. Englewood Cliffs, NJ: Prentice-Hall, 1980.

This comprehensive resource on natural and synthetic fibers contains 600 pages and 1000 illustrations. Characteristics of the fibers and the various processes of making and using them are described and illustrated, making this a useful resource for the teacher whose class is working with fibers.

Nolan, Paul T. *Folk Tale Plays Round the World.* Boston: Plays, Inc., 1982.

Contains 16 one-act plays based on the folklore, customs, and national characteristics of various countries, including China, Greece, Holland, Spain, and Poland. The author's notes cover background information, acting styles, and cultural aspects for each play. Production notes are also included.

Olesky, Walter. *The Black Plague.* New York: Franklin Watts, 1982.

The role of the World Health Organization is included in this history of the plague from its beginning to today. Students grades 4–9 will be fascinated by the story of this disease, which is yet to be conquered.

O'Reilly, Ann Marie, and Marilyn Kobler Allahand. *Shelter.* Philadelphia: School District of Philadelphia and the World Affairs Council of Philadelphia (John Wanamaker Store, 13th and Market Streets, Philadelphia, PA 19107), 1983.

Covers the relation of dwellings to climate; the archeology and history of shelter; the homeless; and shelter in the future. Information and activities are appropriate for use from the upper elementary grades on.

Otero, George, and Margo Levy. *Conflict Activity Cards.* Denver: University of Denver, Center for Teaching International Relations, 1980.

Features activities that help students define and identify various kinds of conflicts, analyze conflict situations, and engage in conflict resolution. Included are pre- and post-tests.

Our Violent Earth. Washington, DC: National Geographic Society, 1982.

The causes and effects of natural phenomena are examined and clearly shown in excellent photographs. Earthquakes, volcanoes, storms, droughts, fires, and floods are covered.

Paananen, Eloise. *Tremor: Earthquake Technology in the Space Age.* New York: Julian Messner, 1982.

Black-and-white photographs of actual eruptions enliven this in-depth study. Adults as well as students will gain much information from the historical background. Includes a glossary of terms and a description of suggested actions in the event of an earthquake or volcano eruption.

Padgett, Sheila. *Coastlines.* New York: Franklin Watts, 1984.

Part of the Planet Earth series, this book provides a colorful and informative look at coastlines, describing the many different forms they take and explaining their development with reference to many famous examples. For grades 5 and up.

Pampe, William R. *Petroleum: How It Is Found and Used.* Hillside, NJ: Enslow Publishers, 1984.

Written by a petroleum geologist, the book presents an overall view of oil as a resource, an engineering challenge, and an industry. Includes the history of the early days of oil production and current ideas about its origin. Covers the exploration, production, refining, and marketing of petroleum. For grades 5–9.

Parker, Elinor, compiler. *The Singing and the Gold: Poems Translated from World Literature.* New York: Thomas Y. Crowell, 1962.

Poems from more than thirty-three countries.

Parker, Dr. Fan. *The Russian Alphabet Book.* New York: Coward-McCann, 1961.

An introduction to the Russian alphabet for readers of all ages. Each letter is represented by a city or area of the Soviet Union, with geographic location and unique features described. Also included is a colorful illustration of each area, with a native in typical dress.

Parlett, David. *Botticelli and Beyond: Over 100 of the World's Best Games.* New York: Pantheon Books, 1981.

A large collection of oral and written word games for individuals or groups of any age.

Paxton, John, ed. *Statesman's Year-Book: A Quarter of a Million Facts on the World Today.* New York: St. Martin's Press, published annually.

A digest of information on every country of the world, including diplomatic representatives to other countries and to the UN. Includes a brief description of the UN and its agencies and other international organizations, such as OPEC, OAS, ASEAN, OAU, NATO, CARICOM, and EFTA.

Pei, Mario Andrew. *Talking Your Way Around the World.* New York: Harper and Row, 1971.

Describes characteristics of the languages of 15 countries and gives phrases and translations. A valuable resource for the teacher or traveler.

Perl, Lila. *Eating the Vegetarian Way: Good Food From the Earth.* New York: William Morrow and Company, 1980.

A presentation of the vegetarian rationale suitable for the upper elementary grades. Included are different types of diets and alternative, protein-rich recipes.

Piper, Allan. *Oil.* New York: Franklin Watts, 1980.

Part of Franklin Watts' Energy series, this volume takes an optimistic look at the oil industry, its problems, and its processes.

Power, Jonathan. *Amnesty International: The Human Rights Story.* New York: McGraw-Hill Book Company, 1981.

The history, organization, and goals of Amnesty International are presented to the young reader in picture-book format. Both successes and failures are noted, and work on behalf of political prisoners in seven countries is detailed.

Powers, Bill. *Behind the Scenes of a Broadway Musical.* New York: Crown Publishers, 1982.

All aspects of producing a musical are presented in photographs and text, from set design, lighting, casting, and costuming to the final production. Shows everyday life behind the scenes in a play based on a Maurice Sendak book featuring a cast of young people.

Poynter, Margaret. *Volcanoes: The Fiery Mountains.* New York: Julian Messner, 1980.

Vivid descriptions highlight this book for upper elementary students. All aspects of the history of volcanoes are discussed, from legend to scientific fact and from ancient times to the present. A glossary of terms is included.

Price, Christine. *Dance on the Dusty Earth.* New York: Charles Scribner's Sons, 1979.

A history of dance around the world from its earliest beginnings, presented in a narrative style and illustrated with line drawings showing the movements, costumes, and props typical of each dance.

Features dances of Asia, Africa, Australia, India, North and Central America, and the Pacific Basin.

Price, Christine. *Happy Days—A UNICEF Book of Birthdays, Name Days, and Growing Days.* New York: UNICEF, 1969.

Describes family celebrations from many different cultures—days of birth and naming, birthday celebrations, and ceremonies of growing up. Includes music for birthday songs and lists of children's names around the world. For ages 10 and up.

Pringle, Laurence. *Our Hungry Earth: The World Food Crisis.* New York: Macmillan Publishing Company, 1976.

Presents details of the world food problem in a nonsensational way. Covers the "green revolution," the role of the UN, nutrition information, and possible solutions to the problem. Includes a good bibliography and glossary. For grades 4–8.

Pringle, Laurence. *Recycling Resources.* New York: Macmillan Publishing Company, 1974.

Discusses the recycling of glass, cloth, paper, plastic, cans, and cars, with a comprehensive look at the problem of solid waste disposal. Includes a section on what young people can do. Grades 4–8.

Pringle, Laurence. *Water: The Next Great Resource Battle.* New York: Macmillan Publishing Company, 1982.

A thorough discussion of water, covering pollution, irrigation, and the decision making that determines who needs water and where it will come from. Suitable for grades 7 and above.

Purdy, Susan, and Cass R. Sandak. *Ancient Greece: A Civilization Project Book.* New York: Franklin Watts, 1982.

One of a series of books on ancient civilizations for elementary and junior high school. Offers a hands-on approach to learning about each of the featured cultures: ancient Egyptian, Greek, Roman, Aztec, Eskimo, and North American Indian. Each civilization is briefly described, and then several projects are suggested. Instructions, materials, and illustrations are easy to follow. This volume on Greece, for example, offers directions for making models of Greek columns, statues, stringed instruments, and catapults.

Purvis, George, and Anne Purvis. *Weather and Climate.* New York: Bookwright Press, 1984.

Part of the beautiful and informative Planet Earth series, this book examines various aspects of weather: the atmosphere, wind, clouds, rain and sky, weather charts and satellites, and the dramatic effects of weather. Color illustrations are very effective. For grades 5 and above.

Reader's Digest Complete Guide to Needlework. Reader's Digest Association, Inc. Pleasantville, New York, 1979.

A comprehensive guide to needlework with complete directions for applique, patchwork, and quilting projects, among many others.

Rinkoff, Barbara. *Birthday Parties Around the World.* New York: William Morrow and Company, 1967.

The birthday customs of over twenty countries are described in this resource for all ages. Games, recipes, favors, and decorations typical of each country are presented. A mail-order shopping guide for specialty items from many countries provides the help needed to celebrate birthdays as others around the world do.

Rubenstone, Jessie. *Weaving for Beginners.* Philadelphia: J. B. Lippincott, 1975.

Features several projects in basic weaving, including making a simple backstrap loom. A glossary and materials list are provided, and black-and-white photographs illustrate the projects. Suitable for fourth through ninth grades.

Rudofsky, Bernard. *Architecture Without Architects.* New York: The Museum of Modern Art, 1965.

A classic work in the area of "nonpedigreed" or indigenous, anonymous, rural architecture from around the world.

Sandoval, Ruben, and David Strick. *Games, Games, Games: Juegas, Juegas, Juegas.* New York: Doubleday and Company, 1977.

Games of Chicano children are presented in an appealing manner. Illustrated with actual photographs and accompanied by rhymes, they include both formal and informal play. The text is in both English and Spanish. (May be of special interest to Spanish-speaking ESL classes.)

Sarnoff, Jane, and Reynold Ruffins. *Words: A Book About the Origins of Everyday Words and Phrases.* New York: Charles Scribner's Sons, 1981.

Explores origins of words and changes in usage. Chapter headings include "Family," "Ships at Sea," "Clothes," "Money," "Monsters," "On the Move," and "Friends and Enemies." The glossary explains how words are built. Worthwhile for all ages.

Settle, Mary Lee. *Water World.* New York: Lodestar Books, 1984.

An exciting and informative journey into the mysterious underwater world that covers three quarters of our planet. Covers ancient legends and the ways primitive people attempted to understand the sea, the beginnings of oceanography, and current topics involving the oceans. Thoroughly informative reading for ages 10–14.

Severn, Bill. *Place Words.* New York: Ives Washburn, 1969.

An exploration of how different places have contributed words to our language, with section titles like "Kitchen and Table," "Clothing and Fashion," and "Animal-Vegetable-Mineral." Provides fascinating information about such place names as Canary Islands (originally called Insula Canaria), and Dog Island. Includes an index of words and an index of places. For upper elementary grades to adults.

Sheffield, Charles. *Man on Earth: How Civilization and Technology Changed the Face of the World–A Survey from Space.* New York: Macmillan Publishing Company, 1983.

Beautiful color images taken from the Landsat satellite show human activity as it is seen from space. The search for oil in arctic and desert regions, the reclamation of land from beneath the seas, the growth of cities, and the encroachment of wilderness are shown and explained in clear, concise text. Provides teachers and older students a fascinating historical perspective on the place of human beings in the ecosystem from ancient to modern times.

Silverberg, Robert. *World's Fair, 1992.* Chicago: Follett Publishing Company, 1970.

A novel for the teenage reader, this intriguing adventure tells the story of a World's Fair held on a space satellite. The young hero becomes involved in a plan to save the fair from failure by traveling to Pluto to find alien beings for an exhibit.

Simoons, Frederick, J. *Eat Not This Flesh.* Madison: University of Wisconsin Press, 1961.

In this classic work, the author examines specific cultural and religious proscriptions against eating beef, chicken, eggs, pork, and the flesh of dogs, camels, and horses. He traces the origin and spread of these prohibitions and judgments throughout Africa, Europe, Asia, and the Pacific and exposes the food prejudices we have derived from these cultures. A discussion of cross-cultural issues with older students can certainly be stimulated by the author's statement, "It makes no better sense to reject nutritious dogflesh, horseflesh, grasshoppers, and termites as food than to reject beef or chicken flesh."

Sommer, Elyse with Joellen Sommer. *A Patchwork, Appliqué, and Quilting Primer.* New York: Lothrop, Lee and Shephard Co., 1975.

One section of this book covers the basics of quilting with easy-to-understand directions and line drawings. A few quilting patterns are included.

The Smithsonian Book of Invention. Smithsonian Exposition Books. New York: W. W. Norton and Company, 1978.

A fascinating, colorfully illustrated book exploring the human urge to invent, the strength of that inventive process, and its impact on people's lives.

Snyder, Gerald. *Human Rights.* New York: Franklin Watts, 1980.

Topics include political rights, freedom of expression, racial discrimination, and the rights of women, children, and handicapped persons. Examines inhuman treatment worldwide, including treatment of blacks, Indians, and migrants in the United States. Author presents both sides of issues. Includes discussion of the Equal Rights Amendment. Suitable for fourth through eighth grades.

Spier, Peter. *People.* New York: Doubleday and Company, 1980.

This unusual picture book makes the point that every person is a unique individual, different from all others and deserving of respect and tolerance.

Stein, R. Conrad. *World at War: Hiroshima.* Chicago: Children's Press, 1982.

Stein describes the events leading up to the 1945 bombing of Hiroshima and the effects of the atomic explosion on the city and its people. Many black-and-white photographs of the people and the devastated city supplement the text. For upper elementary and junior high students.

Stolzenberg, Mark. *Exploring Mime.* New York: Sterling Publications Company, 1983.

This exploration of mime is highlighted by 240 black-and-white photographs in an easy-to-read format. Covers warm-up exercises, classic and new effects, development of style, and make-up design.

Stwertka, Eva, and Albert Stwertka. *Population: Growth, Change, and Impact.* New York: Franklin Watts, 1981.

Though the language is somewhat difficult and the topic a complex one, most readers from fourth grade and up will gain insight into the problem of overpopulation from this book. Population trends, census taking, dwindling resources, the right-to-life movement, and curbs on fertility are all treated in an objective, scientific way.

Suid, Murray. *Recipes for Writing.* Menlo Park, CA: Addison-Wesley, 1987.

Here is a teacher sourcebook for implementing a creative, complete writing curriculum for grades 4 through 8 (and beyond). The "recipes" consist of over fifty interesting and motivating writing activities. Also included are teaching strategies, lesson plans, types of processes to cover (with specific recipes), a wealth of projects, teaching tips, and sample writings.

Talocci, Mauro. *Guide to the Flags of the World.* New York: William Morrow and Company, 1982.

A wonderful reference for all ages, covering flags from 206 countries and many international flags, all illustrated in full color. Flags of regions, states, sections, and so on, are also covered, as are coats of arms. Includes a glossary with illustrations and an up-to-date bibliography.

Taylor, John L., and Rex Walford. *Simulation in the Classroom.* Baltimore: Penguin Books, 1972.

An introduction to role playing, games, and simulation in education, with six established games described in detail. Includes a directory of published materials.

Taylor, L. B., Jr. *The Nuclear Arms Race.* New York: Franklin Watts, 1982.

Taylor presents the history of the nuclear arms buildup, compares the military strength of the United States and the Soviet Union, and examines the attempts to control the uses of this weapon, including the SALT treaties. Includes photographs and cartoons appropriate to the text and an excellent bibliography. For upper elementary to adult readers.

Taylor, Paula. *The Kid's Whole Future Catalog.* New York: Random House, 1982.

Using a format similar to that of *The Whole Earth Catalog,* the author presents pictures, projects, free and inexpensive things to send for, and much more. Taylor makes predictions for the future about work, play, transportation, communication, homes, food, health care, learning, and energy. Despite the title, all ages will enjoy the information gathered here about the future and its technology.

Tchudi, Susan and Stephen. *The Young Writers' Handbook: A Practical Guide for the Beginner Who Is Serious About Writing.* New York: Charles Scribner's Sons, 1984.

Topics include finding an approach to writing, keeping a day book or journal, letter writing, editing a paper, producing school publications, self-publishing, and more. A comprehensive resource for fourth through eighth grade writers.

Temko, Florence. *Folk Crafts for World Friendship.* New York: Doubleday and Company, 1976.

All ages will enjoy the world crafts featured in this book. There are masks, toys, games, and decorations from more than twenty countries, each with clear, easy-to-follow instructions, colorful diagrams, and historical accounts of their use.

Thomas, Spencer. *The Multi-National Companies.* Hove, England: Wayland Publishers, 1979.

The multinationals—what they are, who they are, where they are, and how they affect the world's people—are the focus of this informative book, highlighted with black-and-white photographs and illustrations. Includes glossary and bibliography. For upper elementary through junior high students.

Tower, Samuel A. *Cartoons and Lampoons: The Art of Political Satire.* New York: Julian Messner, 1982.

A complete history of political cartooning, illustrated with many black-and-white cartoons. Best as a teacher reference.

Trowell, Margaret, and Hans Nevermann. *African and Oceanic Art.* New York: Harry N. Abrams, 1967.

A thorough discussion of the art and architecture of Africa and Oceania. Masks, headdresses, sculptures, basketry, textiles, and dwellings are explored.

Tudge, Colin. *Future Food.* New York: Harmony Books, 1980.

Politics, philosophy, and recipes for the twenty-first century. For eighth grade to adult.

Valentine, William, and Frances Moore Lappé. *What Can We Do? Food and Hunger: How You Can Make a Difference*. San Francisco: Institute for Food and Development Policy (2588 Mission Street, San Francisco, CA 94110), 1980.

Describes groups and individuals who are working to improve food and agricultural development throughout the world. Analyzes the problems of food resource development and distribution and their relation to economic systems. For junior high and up.

Vinton, Iris. *The Folkways Omnibus of Children's Games*. Harrisburg, PA: Stackpole Books, 1970.

A teacher's reference covering the history of games, games shared by the worlds' peoples, games to celebrate special events, and modifications of games necessitated by geography. Games are listed by name and by their country of origin. An excellent resource.

Vuong, Lynette Dyer. *The Brocaded Slipper and Other Vietnamese Tales*. Reading, MA: Addison-Wesley Publishing Company, 1982.

Five enchanting stories from Vietnam, bringing alive experiences of people in that ancient and abiding land. The stories are rich in cultural details and background; a guide to Vietnamese pronunciation is included.

Wallechinsky, David. *The Complete Book of the Olympics*. New York: Penguin Books, 1984.

Covers fascinating, dramatic, and bizarre stories from Olympic history, with many interesting photographs. Gives final results for every Olympic event since 1896.

Ward, Barbara. *Progress for a Small Planet*. New York: W. W. Norton and Company, 1979.

A look at ecological problems with an optimistic appraisal of what can be done by private citizens locally, by international organizations, by nations, and by research institutions. Suitable for teacher reference.

Watts, May Theilgaard. *Reading the Landscape of America*. New York: Collier Books, 1975.

A fascinating teacher reference that describes in words and sketches the changes to the earth caused by nature and by human beings. The material is thoroughly covered in an intriguing narrative style. Topics include how the wind shapes the land, how bogs are formed, how floods and fires affect nature, and how human building affects the land.

The Way to Play: The Illustrated Encyclopedia of the Games of the World. The Diagram Group. New York: Bantam Books, 1977.

Detailed descriptions of over two thousand games, divided into such categories as race board games, strategic board games, target games, dice games, and children's games. Specific instructions for play accompany each game, and color diagrams and drawings illustrate the text. The origin and history of most games are also noted briefly. A wealth of information for any reader.

Weiss, Ann E. *Polls and Surveys: A Look at Public Opinion Research*. New York: Franklin Watts, 1979.

An examination of scientific polling, including its history, techniques, uses, and possible polling methods of the future. The last chapter provides older elementary students, as well as adults, with an excellent guide for conducting their own polls.

Weiss, Ann E. *The Nuclear Question*. New York: Harcourt Brace Jovanovich, 1981.

A clear view of one of the most important issues of our time. The last chapter, "Our Energy Future," gives the pros and cons of all aspects of this problem. Black-and-white photographs enliven the text, which is suitable for upper elementary through high school students.

Weiss, Harvey. *How To Be an Inventor*. New York: Thomas Y. Crowell, 1980.

A wonderful look at inventors, their inventions, and how to become one, with illustrations (humorous and serious) and photographs by the author, an artist and inventor himself. Includes descriptions of famous inventions as well as ones that never made it, such as a human-powered helicopter and an antisnoring device. Suitable for students from fourth grade up.

We Live in _____ (Australia, Britain, China, Denmark, France, India, Israel, Italy, New Zealand, Spain). The Living Here series. New York: Franklin Watts, 1984.

In this wonderful series designed for grades 5 and up, the people of the featured country talk about their lives, their environment—social, political, and geographical—and their aspirations. Each volume contains maps, a glossary, and a separate section providing concise information about the country's social and administrative structure. Beautifully illustrated with up-to-date, specially commissioned color photographs.

What's To Eat: And Other Questions Kids Ask About Food. Washington, DC: US Department of Agriculture, 1979.

Written in an informal style for elementary and junior high school students, this fascinating book tells the tale of foods from prehistoric to modern times. Includes a section on what children from other countries eat and why, hints for the new indoor or outdoor gardener, and several pages of craft activities with seeds, peanut shells, potatoes, and so on. Colorful illustrations will delight young readers.

Wingate, Isabel. *Textile Fabrics and Their Selection.* Englewood Cliffs, NJ: Prentice-Hall, 1976.

An excellent resource for teachers, providing clear and comprehensive information on fiber interlacements and characteristics of natural and synthetic fibers.

Winther, Barbara. *Plays from Folktales of Africa and Asia.* Boston: Plays, Inc., 1976.

Contains six plays based on African folktales, drawn from West Africa, Ethiopia, and Egypt. For elementary grades through senior high.

Wolverton, Ruth and Mike. *The News Media.* New York: Franklin Watts, 1981.

An introduction to the news media with an emphasis on the tools and techniques for developing a story. Black-and-white photographs help interest upper elementary readers in the process of news gathering and reporting. Includes a chapter on how the news affects the public.

World Concerns and the United Nations: Model Teaching Units for Primary, Secondary and Teacher Education. New York: United Nations, 1983.

A collection of 26 units (each of which may be purchased separately) dealing with world issues and concerns. Each unit includes the areas of study, objectives, theme, related UN function, and suggested time and tools. The appendixes contain many resources and much information related to the UN, UNESCO, and their work as it relates to international education.

World in Figures. Editorial information compiled by The Economist. New York: Facts on File, 1980.

A statistical summary of information for individual countries on climate, currency, people, resources, trade, and so on. Charts comparing population, growth, age groups, world health, production, tourism, finance, and trade are included. World trade section gives sources and destinations of items covered. An excellent teacher resource.

Wynar, Lubomyr R. *Encyclopedic Directory of Ethnic Organizations in the United States.* Littleton, CO: Libraries Unlimited, 1975.

Lists more than eighty organizations in the United States, discusses the nature of such organizations, and lists multi-ethnic and research organizations.

Young, Ed, with Hilary Beckett. *The Rooster's Horn: A Chinese Puppet Play to Make and Perform.* New York: Collins and World in cooperation with US Committee for UNICEF, 1978.

This rendition of a favorite Chinese children's tale includes directions for making shadow puppets and a theater. Beautifully illustrated in color.

Zaslavsky, Claudia. *Count on Your Fingers African Style.* New York: Thomas Y. Crowell, 1980. (Obtainable in Great Britain from Harper and Row.)

Well-illustrated account of the explorations and expressions of number in various parts of Africa. Includes number patterns, counting aids, hand signs, and number games. Provides new information that can be incorporated into the curriculum for lower elementary grades.

Zaslavsky, Claudia. *Tic Tac Toe and Other Three-in-a-Row Games From Ancient Egypt to the Modern Computer.* New York: Thomas Y. Crowell, 1982. (Obtainable in Great Britain from Harper and Row.)

Noughts-and-crosses and its myriad variations around the world are almost as old as the first alphabets, and computers are based on the principles underlying the game. This book clearly explains how the games are played and won for middle-school-age children.

YOUR COMMUNITY AND THE WORLD

The following *Worldways* activities place particular emphasis on the interconnections of the local community and the world at large.

World in Our Town, p. 30

World Issues Survey, p. 36

How Does Their Garden Grow, p. 38

Cultural Festival Calendar, p. 40

WHO Wars, p. 52

International Data Bank, p. 58

Earth Changes, p. 59

Communicate It, p. 65

Pollution Solutions, p. 66

Worldwide Working, p. 82

Blueprint for Change, p. 83

Reliance Alliance, p. 89

A World of Faith, p. 96

Global Gatherings, p. 104

Community Research Projects and Reports

Many cities, aware of the growing importance of their ties with other countries, have prepared reports (in conjunction with universities) on these interactions.

The following projects and reports have been filed with the Mershon Center in Columbus, Ohio (see Organizations). A more complete list is being planned by Global Perspectives in Education. Though some of the data in the reports may be somewhat outdated, the concepts will still be useful to local educators and their students.

CALIFORNIA

California and the World. A Directory of California Organizations Concerned with International Affairs. (Date: 1979.) Contact: Center for California Public Affairs, P.O. Box 10, Claremont, CA 91711.

San Diego in the World. (Key dimensions: trade, foreign students, ethnic groups, refugees and immigrants, international organizations. Dates: 1970–1976.) Director: Carolyn Stephenson, Department of Political Science, Colgate University, Hamilton, NY 13346.

San Francisco. Bay Area and the World. (Key dimensions: Mexican immigration, international news coverage, trade, youth exchange programs, cross-cultural training programs for business, foreign investment in the Bay Area, local investment abroad. Dates: 1981–1983. Work in progress: banking, the electronics industry, agricultural exports, foreign students, international curriculum reviews, consular corps, University of California–Berkeley.) Contact: Peter Wollitzer, Bay Area and the World, 312 Sutter Street, San Francisco, CA 94108.

COLORADO

Boulder in the World. (Key dimensions: business, voluntary and church groups, foreign students, University of Colorado. Date: 1975.) Director: Elise Boulding, Department of Sociology, Dartmouth College, Hanover, NJ 03755.

Denver in the World. (Key dimensions: business, education, government, voluntary organizations, cultural activities. Date: 1980.) Contact: Bob Hanson, Denver Metropolitan YMCA, 25 East 16th Street, Denver, CO 80202.

FLORIDA

Pensacola and the World. (Key dimensions: religious groups, University of West Florida, foreign students, Directory of Local International Services and Activities. Dates: 1978–1979.) Contact: M. Lal Goel, International Studies, University of West Florida, Pensacola, FL 32504.

INDIANA

Indiana and the World. Social Studies Development Center, Indiana University. The first attempt to utilize the perspective developed by Chadwick Alger and *Columbus in the World* in classroom materials for elementary and secondary teachers. These materials have provided a prototype upon which many subsequent "state in the world" materials were based. Available from James Becker, Social Studies Development Center, Indiana University, 513 North Park Avenue, Bloomington, IN 47405.

International Connections of Evansville. (Key dimensions: local agents of international socialization for young people. Date: 1980.) Contact: Charles Barber, Department of Political Science, Indiana State University-Evansville, Evansville, IN 47712.

KENTUCKY

Lexington. (Key dimensions: business, lawyers, university faculty, foreign students, voluntary and religious groups. Dates: 1972–1978.) Contact: Karen Mingst, Department of Political Science, University of Kentucky, Lexington, KY 40506.

MINNESOTA

St. Peter in the World. (Key dimensions: agriculture, foreign aid, educational and cultural exchange, imports and exports, voluntary organizations. Date: 1976.) Contact: Norman Walbeck, Gustavus Adolphus College, St. Peter, MN 56082.

NEBRASKA

Nebraska and the World. (Key dimensions: agriculture, trade. Date: 1977.) Director: Joan Wadlow, Dean, College of Arts and Sciences, University of Wyoming, Laramie, WY 82071.

NEW YORK

Albany in the World. (Key dimensions: churches, voluntary organizations, banks, the Port of Albany. Date: 1976.) Contact: Jean Stern, Sienna College, Loudonville, NY 12211.

Buffalo in the World. (Key dimensions: business, the university, voluntary and religious groups. Date: 1977.) Contact: Genevieve James, Darmen College, 4380 Main Street, Buffalo, NY 14226.

OHIO

Columbus in the World. (Key dimensions: travel, voluntary organizations, religious groups, trade, service industries, The Ohio State University, foreign studies students, international visitors, military, the arts, agriculture, ethnic groups, medical industry. Dates: 1972–1975.) Contact: Chadwick Alger, Mershon Center, 199 West Tenth Avenue, Columbus, OH 43201.

ONTARIO, CANADA

Hamilton and the World. (Key dimensions: business, including banks and travel agencies. Date: 1975.) Contact: David Pyper, 106 Terrace Drive, Hamilton, Ontario, Canada L9A 2Y6.

PENNSYLVANIA

Philadelphia Transnational Project. (Key dimensions: ethnic groups, business, University of Pennsylvania, culture and the arts, media, foreign students, sports, law firms, international dimensions of the Bicentennial. Dates: 1974–1979. Reports available in Philadelphia Public Library, University of Pennsylvania Library, and the University's Archives and Records Center.) Director: Norman Palmer, 958 Terrace Drive, Friday Harbor, WA 98250.

Scranton and the World. (Key dimension: business. Date: 1973.) Contact: Basil Karp, Pennsylvania State University, The Worthington-Scranton Campus, 120 Ridge View Drive, Dunmore, PA 18512.

TENNESSEE

Memphis as an International City. (Key dimensions: ethnic groups, business. Dates: 1970–1975.) Director: David Hoovler, College of Notre Dame of Maryland, 4701 North Charles Street, Baltimore, MD 21210; (301) 435-0100.

VIRGINIA

Richmond, Virginia and the World. (Key dimensions: how federal foreign policy affects Virginia, state government foreign policies and selected policies/activities of businesses, religious groups, ethnic groups, educational and service organizations. Dates: 1970–1978.) Contact: John Outland, Department of Political Science, University of Richmond, Richmond, VA 23173.

WASHINGTON

Seattle Directory of International Affairs Organizations. (Date: 1978.) Contact: Seattle Metropolitan Chapter, United Nations Association, 1410 Fifth Avenue, Seattle, WA 98101.

Spokane. (Key dimensions: business, education, media. Date: 1978.) Contact: Ernst W. Gohlert, School of Public Affairs, Eastern Washington University, Cheney, WA 99004.

WEST VIRGINIA

Huntington in the World. (Key dimensions: business, ethnic groups, education, communications, media. Dates: 1975–1976.) Contact: Clair Matz, Department of Political Science, Marshall University, Huntington, WV 25701.

WISCONSIN

Milwaukee in the World. (Key dimension: manufacturing. Date: 1979.) Contact: Vicki Keck, YMCA of Metropolitan Milwaukee, 915 West Wisconsin, Milwaukee, WI 53233.

Oshkosh and the World. (Key dimensions: trade, educational institutions, libraries, cultural programs, ethnicity, travel, mail, newspaper coverage, public opinion, study abroad programs. Dates: 1975–1976.) Contact: Stephen Hintz, Office of Grants, University of Wisconsin-Oshkosh, Oshkosh, WI 54901.

Elementary and Secondary Curriculum Projects and Materials

The following materials develop students' understanding of international linkages as well as of global issues and their relation to the local community.

GENERAL

Woyach, Robert B. ***Making Decisions: Our Global Connection***. Columbus Council on World Affairs, International Center, 57 Jefferson Avenue, Columbus, OH 43215. A set of ten lessons on local connections with the world and the issues these connections raise. These lessons provide a model for using local linkages as a context for in-depth treatment of other issues or as a mechanism for developing student skills.

ARKANSAS

Arkansans, Arkansas and the World (ninth and tenth grades; 1981). Contact: Mary Hass, Arkansas Tech University, Russellville, AR 72801.

CALIFORNIA

Stockton and the World Calendar (Upper elementary–middle school; 1982). Contact: Stockton Unified School District, 701 North Madison Street, Stockton, CA 95203.

GEORGIA

Georgia and the World (elementary and secondary; 1982). Contact: Charles Berryman, Executive Secretary, Georgia Council for the Social Studies, Dudley Hall, University of Georgia, Athens, GA 30601.

ILLINOIS

Evanston and the World (elementary; 1977). Contact: Roger LaRaus, Evanston Public School District 65, 1314 Ridge Avenue, Evanston, IL 60201.

Your Community in the World (high school, 1978). Contact: MARC, Illinois State of Board of Education, 100 North First Street, Springfield, IL 62777.

Peoria and the World (newspaper study unit; 1976). Contact: Sallie Whelan, Educational Services, Peoria Journal Star, Peoria, IL 61602.

INDIANA

Indiana in the World (primary-senior high; 1980). Contact: Victor Smith, Social Studies Consultant, Indiana Department of Public Instruction, Division of Curriculum, 229 State House, Indianapolis, IN 46204.

Indianapolis and the World (newspaper study unit; 1977). Contact: Indianapolis *Star* and Indianapolis *News*, 307 North Pennsylvania Street, Indianapolis, IN 46206.

KENTUCKY

Kentucky in the World (upper elementary through senior high; 1976). Out of print. Copies are available in most junior and senior high school libraries throughout Kentucky.

MARYLAND

Maryland and Your World (Poster available from Maryland State Department of Education, 200 W. Baltimore Street, Baltimore, MD 21201

MASSACHUSETTS

Boston in the World (resource guide; 1980). Contact: Andrea Ruelius, 22 Curve Street, Lexington, MA 02173.

Massachusetts and the World (junior and senior high school; 1983). Contact Paul Mulloy, Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, MA 02155.

MINNESOTA

Minnesota in the World (elementary and secondary; 1978). Contact: GEM Project, 306 Wesbrook Hall, 77 Pleasant Street SE, University of Minnesota, Minneapolis, MN 55455.

NEW YORK

New York (City) and the World (elementary; December 1983 or early 1984). Contact: Global Perspectives in Education, Inc., 218 East 18th Street, New York, NY 10003.

OHIO

World Regions: The Local Connection and ***Making Decisions: Our Global Connection*** (junior-senior high school; 1980, 1982). Contact: Columbus Council on World Affairs, International Center, 57 Jefferson Avenue, Columbus, OH 43215.

Ohio and the World (fifth and sixth grades, junior and senior high school; 1980). Contact: Michael Fuller, Teacher Education Department, 307B McGuffey Hall, Miami University, Oxford, OH 45056.

OKLAHOMA

Oklahoma in the World (foreign language; 1972). Contact: Leslie Fisher, Oklahoma State Department of Education, Oklahoma City, OK 73105.

VERMONT

Vermont in the World Economy (sixth through twelfth grades; 1972). Contact: James Lengel, ECON Trek, Vermont State Department of Education, Montpelier, VT 05602.

APPENDIX

If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place.

MARGARET MEAD

1. Worldly Ways for Teaching: Guidelines for Increasing Global Awareness in the Classroom

A. Looking at *what* is to be taught/learned

How, if at all, has this affected people in the past?

What things are other people throughout the world doing that relate to this?

What commonalities, universalities, interesting cultural differences among the world's peoples can be inferred from what is to be studied?

What multinational, multicultural, multiethnic relationships and interdependencies can be brought into focus as this is studied?

How does what is to be studied reflect upon the place of the human species within the ecosystem?

What future global implications might there be relative to what is to be studied? What choices and responsibilities may be faced in this area in the future?

B. Looking at *how* it is to be taught/learned

The environment can affect learning through experiences that

- Stimulate the senses (via input and output)

  visual (looking at and making things): pictures, maps, globes, films, news media, a selection of related books at hand

  auditory (listening to and creating things for others to hear): tapes, records, music

  olfactory (tasting and smelling things and making things for others to taste and smell): cooking, dining

  tactile (feeling things others have made, feeling the making of things personally): cultural realia (or artifacts), tools, models, arts and crafts such as weaving, pottery, sculpture, painting, and so on

  kinesthetic (exploring ideas through movement): dancing, drama

- Encourage communication with and caring about others

  pen pals, sister schools abroad, tourist offices, embassies and consulates, United Nations organizations

- Promote sharing of students' and teachers' travel and other experiences
- Facilitate the gathering of information needed by students
- Emphasize the relationship of current events to past history, areas under study, and languages being learned
- Encourage creativity, individuality, and optimism
- Inspire a free exchange of ideas and encourage divergent thought and respect for the ideas of others
- Stimulate problem solving and the development of higher-order thinking skills

2. An Adaptation and Condensation of *Bloom's Taxonomy of Educational Objectives*

Descriptions of the major categories in the cognitive domain:

1. ***Knowledge:*** Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lower level of learning outcomes in the cognitive domain.

   Descriptive verbs: defines, describes, identifies, labels, lists, matches, names, reproduces, states

2. ***Comprehension:*** Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers, for example) and by interpreting material (explaining or summarizing). These learning outcomes go one step beyond the simple remembering of material, and they represent the lowest level of understanding.

   Descriptive verbs: converts, explains, extends, generalizes, gives examples, infers, paraphrases, rewrites, summarizes

3. ***Application:*** Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

   Descriptive verbs: changes, computes, demonstrates, discovers, manipulates, operates, prepares, produces, relates, shows, solves, uses

4. ***Analysis:*** Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

   Descriptive verbs: breaks down, diagrams, differentiates, discriminates, distinguishes, outlines, points out, relates, selects, separates, subdivides

5. ***Synthesis:*** Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme of speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.

   Descriptive verbs: combines, compiles, composes, creates, devises, designs, generates, modifies, organizes, plans, rearranges, reconstructs, reorganizes, revises, rewrites, writes

6. ***Evaluation:*** Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgments based on clearly defined criteria.

   Descriptive verbs: compares, concludes, contrasts, criticizes, describes, discriminates, explains, justifies, interprets, relates, summarizes. All of the foregoing use supportive evidence.

From *Taxonomy of Educational Objectives:* The Classification of Educational Goals. Handbook I: *Cognitive Domain,* by Benjamin S. Bloom et al. Copyright © 1956 by Longman Inc. Reprinted by permission of Longman Inc., New York.

3. Correlation of *Worldways* Activities to Bloom's *Taxonomy of Educational Objectives*

ACTIVITIES Note: Lead-in questions and conclusions are not included.	Page	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
The World in Our Classroom	21	✓			✓		
A Piece of Cake	22		✓	✓			
Governing Humankind	23	✓	✓		✓	✓	
Cross-Cultural Space Colony	24	✓	✓		✓	✓	
The Message of Folktales	25	✓			✓		
Mechanical Connections	26		✓		✓		
Young Humans' Rights	28	✓	✓			✓	✓
World of Word Magic	29		✓		✓		
The World in Our Town	30	✓	✓				
A Common Thread	31				✓	✓	
World Conservation Directory	32		✓				
International Revue	33	✓	✓	✓	✓		
Cartoon Commentaries	34	✓	✓		✓		
Data Dig	35	✓	✓	✓			
World Issues Survey	36	✓	✓				
Frontier Adventure	37	✓	✓	✓	✓	✓	✓
How Does Their Garden Grow?	38	✓	✓	✓			
Life Lights	39		✓		✓		✓
Cultural Festival Calendar	40		✓	✓	✓		
Noted Nobelists	41	✓	✓				
The World of Playthings	42	✓	✓		✓	✓	✓
Common Communications	43	✓	✓	✓		✓	
World of Food	45	✓	✓	✓		✓	
Dwelling Distinctions	46	✓	✓	✓	✓	✓	
Future Forecast	47	✓	✓	✓	✓	✓	✓
Find It–Spell It	48	✓	✓				
News Views	49	✓	✓		✓		
World of Animals	50	✓	✓	✓	✓	✓	
WHO Wars	52	✓	✓				
Children's Games of the World	53	✓	✓	✓	✓		
Airflow	54	✓	✓				
Food for All Fair	55	✓	✓		✓		✓
Happy Birthday to Us	57	✓		✓			
International Data Banking	58	✓	✓		✓		
Earth Changes	59	✓	✓	✓	✓		✓
Cultural Crafts Festival	60	✓	✓		✓		

ACTIVITIES	Page	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
A Debate	61	✓	✓	✓	✓		
Triad	62	✓	✓	✓	✓	✓	✓
World Flag Quilt	64	✓	✓	✓			
Communicate It	65	✓	✓		✓		
Pollution Solutions	66	✓	✓				
World Word Exchange	68	✓	✓		✓	✓	
Partnerships and Pacts	69	✓	✓		✓	✓	
Getting There from Here	70	✓	✓			✓	
Mock Meet the Press	71	✓	✓			✓	✓
Whether the Weather	72	✓	✓		✓		
A Future Find	74		✓	✓	✓	✓	
Newswatch	75	✓	✓				✓
Resource Realities	76	✓	✓		✓		
International Park Day	78	✓	✓				
Menus From Many Places	79	✓	✓		✓		
Semaphores to Satellites	81	✓	✓			✓	
Worldwide Working	82	✓	✓		✓		✓
Blueprint for Change	83	✓	✓			✓	✓
Worldwide Wish Book	84	✓	✓				
Trip Planning	85	✓	✓				
World of Adornment	86, 88	✓	✓	✓	✓		✓
Reliance Alliance	89	✓	✓	✓	✓		
Place Name Games	90	✓	✓			✓	
Getting Into Government	91	✓	✓				✓
Who Goes There?	92	✓	✓				
Signs and Symbols	93	✓	✓				
Energy Alternatives	94	✓	✓				✓
News Reviews	95	✓	✓		✓		✓
A World of Faith	96	✓	✓	✓	✓		
Designing Dances	97	✓	✓	✓			
Planning for People	98	✓	✓	✓	✓		
World Flag	100	✓	✓				
Sports Figuring	101	✓	✓		✓		
UN Delegates and Dilemmas	102	✓	✓		✓		✓
Counterparts	103	✓	✓	✓			
Global Gatherings	104	✓	✓			✓	✓
Cross-Happenings	105	✓	✓				
Globe Theatre Productions	106	✓	✓			✓	
Conflict Consultation Corps	107	✓	✓		✓	✓	✓
Networking the World	108	✓	✓				✓

4. Position Statement on Global Education

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

Technological advances, increased trade, tourism and cultural exchanges, environmental concerns, competition for markets and scarce resources, and the continuing arms race are drawing nations and peoples into increasingly complex relationships. Increased human interactions across national and continental boundaries increase the potential for both cooperation and conflict. The day-to-day lives of average citizens, as well as the destinies of nations, are being influenced by our growing international, cross-cultural links.

The phenomenon of globalization is evident in a variety of ways, including: (1) the evolution of global systems of communication and transportation; (2) the incorporation of local, regional, and national economies into a world-wide global economy; (3) increased interaction between societies, resulting in a global culture which exists along with an array of distinctive local, national, and regional cultures; (4) the emergence of a world-wide international system which is eroding the traditional boundaries between domestic and international politics; (5) the increasing impact of human activity upon the planet's ecosystem and the increasing constraints on human activity imposed by the limits of the system; and (6) an expanding global consciousness which enhances awareness of our identities as members of the human species, as inhabitants of the planet Earth, and as participants in a global system.[1]

Human life has been globalized to the point where we must alter the ways we have commonly viewed ourselves and others. The view of the world as a collection of countries pursuing separate destinies is no longer accurate. Rather, globalization has progressed to the point where each of us is constantly touched by interactions within the global system.

The growing interrelatedness of life on our planet has increased the need for citizens to possess the knowledge and sensitivity required to comprehend the global dimensions of political, economic, and cultual phenomena. Although highly trained specialists in foreign languages and in international affairs play a vital role in our nation's transnational interactions, it is imperative in a democracy that public understanding of global events and processes be widely shared. Our nation's security, prosperity, and way of life are dependent in large part on citizens developing the capacity to comprehend transnational, cross-cultural interactions and to participate constructively in decisions influencing foreign policy.

The Meaning of Global Education

Global education refers to efforts to cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the planet. The purpose of global education is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence. The need to improve the international orientation of children and youth is widely recognized. Nonetheless, concerted efforts to upgrade and expand the global dimensions of elementary and secondary curricula are not widespread. Furthermore, only a small percentage of those students who attend college have transnational, cross-cultural experiences or enroll in courses in international studies. Thus, for most citizens, the elementary and secondary schools are important agencies in our society for nurturing constructive attitudes toward global matters and for providing basic knowledge about international events and processes. It is clear that the foundation for our understanding of world events, the impact of international issues on our daily lives, and the interrelatedness of peoples and of cultures must be built at the elementary and secondary levels.

The National Council for the Social Studies recognizes the urgent need to improve and to expand the global dimensions of the social studies curriculum. The recommendations offered here follow from the *NCSS Curriculum Guidelines*, which state that "the

[1]The analysis in this section is taken largely from *Schooling and Citizenship in a Global Age* by Lee Anderson.

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basic goal of social studies education is to prepare young people to be human, rational, participating citizens in a world that is becoming increasingly interdependent." The framework of the *Guidelines* presents four goal areas for the social studies: knowledge, abilities, valuing, and social participation. Global education should be interpreted and implemented within this framework. A global perspective should permeate the total spectrum of social studies goals, offerings, materials, and instructional strategies. Global education needs to be viewed as part of the foundation of social studies education and as being more fundamentally important than a mere addition to the curriculum.

The subject matter and values of global education should not be limited to social studies. However, due to the type of academic and professional training that they have received and the nature of the subject matter of social studies, social studies teachers are in a key position to play a leading role in bringing a global perspective to the school curriculum at the building and district levels.

The two major thrusts of these guidelines are that social studies should assume a major role in providing students with opportunities (1) to learn to perceive and understand the world as a global system, and (2) to see themselves as participants in that system, recognizing the benefits, costs, rights, and responsibilities inherent in such participation.

Recommendations

The social studies should emphasize:

- **that the human experience is an increasingly globalized phenomenon in which people are constantly being influenced by transnational, cross-cultural, multi-cultural, multi-ethnic interactions**

Viewing human experience only in relation to a North American or a European frame of reference has been a long-standing bias in education in the United States. Today, the social studies should include a world-centered treatment of humankind. For example, the teaching of history can be improved by the use of a global approach to the study of our past and by the addition to the curriculum of more content focused on developing nations and domestic minorities.

- **the variety of actors on the world stage**

The dramatic increase in transnational interactions in recent years has produced growing numbers of individuals, groups, and agencies with international contacts and influence. The character and influence of multinational corporations, church groups, scientific and cultural organizations, United Nations agencies, and local, state, and federal agencies deserve fuller treatment in the social studies curriculum.

- **that humankind is an integral part of the world environment**

The human-natural environment should be seen as a single system. This requires an emphasis on: (1) the ultimate dependence of humankind upon natural resources; (2) the fact that natural resources are limited; (3) the nature of the planet's ecosystem; and (4) the impact of ecological laws on human culture.

- **the linkages between present social, political, and ecological realities and alternative futures**

Students should perceive the close relationships between past, present, and future. The use of "historical flashbacks," for example, can add to students' understanding of the relation of past to present. Greater emphasis is needed on studies designed to improve students' ability to see present choices as links to possible alternative futures.

- **citizen participation in world affairs**

World affairs have often been treated as a spectator sport in which only the "expert" can participate. The increasing globalization of the human condition has created additional opportunities and responsibilities for the individuals and groups to take personal, social, and political action in the international arena. The curriculum should demonstrate that individuals and groups can influence and can be influenced by world events. Furthermore, the social studies curriculum should help to develop the understandings, skills, and attitudes needed to respond effectively and responsibly to world events.

The Realities of Educational Change

Sound educational responses to the challenges of interdependence, cultural diversity, and competition for scarce natural resources require careful attention to the realities of educational change. Efforts to improve global education in the schools must take into account the fact that schools are complex human organizations subject to many demands and pressures. Individuals and groups involved in our educational system include: parents, students, teachers, administrators, local curriculum committees, professional educational associations, accrediting agencies, textbook publishers, state departments of education, and special interest groups.

In light of these realities, improvements in global education, like general educational reform efforts, require: (1) that a thorough assessment be made of existing opportunities to encourage global education and that obstacles to those efforts be identified and

confronted; (2) that specific practical steps be taken to strengthen ongoing programs in global education; (3) that successful experimental efforts in global education be expanded; and (4) that new initiatives in global education be stimulated.

To become a more effective agent of citizen education in a global age, the schools in general and the social studies in particular need to continue to expand efforts to globalize the curriculum. The National Council for the Social Studies urges such action and offers a variety of materials and services to help the social studies educators get on with this important task.

5. Correlation of *Worldways* Activities to Recommendations for Global Education from the National Council for the Social Studies

"The social studies should emphasize that the human experience is an increasingly globalized phenomenon in which people are constantly being influenced by transnational, cross-cultural, multi-cultural, multi-ethnic interactions."

Cross-Cultural Space Colony (24)
Messages of Folktales (25)
World of Word Magic (29)
A Common Thread (31)
International Revue (33)
Data Dig (35)
Life Lights (39)
Cultural Festival Calendar (40)
World of Playthings (42)
Common Communications (43)
Sports Figuring (101)
Signs and Symbols (93)
Find It–Spell It (48)
World of Food (45)
Future Forecast (47)
News Views (49)
Children's Games of the World (53)
Airflow (54)
Happy Birthday to Us (57)
Cultural Crafts Festival (60)
A Debate (61)
Triad (62)
Designing Dances (97)
World Flag (100)
Globe Theatre Productions (106)
Networking the World (108)
World Flag Quilt (64)
World Word Exchange (68)
Getting There from Here (70)
International Park Day (78)
Menus from Many Places (79)
Semaphores to Satellites (81)
Worldwide Wish Book (84)
Trip Planning (85)
World of Adornment (86, 88)
Place Name Games (90)
Who Goes There? (92)
News Reviews (95)
The World in Our Classroom (21)

"The social studies should emphasize the variety of actors on the world stage. . . . individuals, groups, and agencies with international contacts and influence."

The World in Our Classroom (21)
World in Our Town (30)
Noted Nobelists (41)
Future Forecast (47)
News Views (49)
WHO Wars (52)
International Data Banking (58)
Cartoon Commentaries (34)
Partnerships and Pacts (69)
Mock Meet the Press (71)
A World of Faith (96)
UN Delegates and Dilemmas (102)
Counterparts (103)
Global Gatherings (104)

"The social studies should emphasize that humankind is an integral part of the world environment."

A Piece of Cake (22)
Cross-Cultural Space Colony (24)
Mechanical Connections (26)
World Conservation Directory (32)
How Does Their Garden Grow? (38)
World of Food (45)
Dwelling Distinctions (46)
Cartoon Commentaries (34)
World of Animals (50)
Food for All Fair (55)
Earth Changes (59)
Cultural Crafts Festival (60)
Triad (62)
Pollution Solutions (66)
Whether the Weather (72)
Resource Realities (76)
Menus from Many Places (79)
World of Adornment (86, 88)
Reliance Alliance (89)
Planning for People (98)

"The social studies should emphasize the linkages between present social, political, and ecological realities and alternative futures."

Networking the World (108)
World Conservation Directory (32)
Food for All Fair (55)
Communicate It (65)
Mock Meet the Press (71)
Semaphores to Satellites (81)
Worldwide Working (82)
Cartoon Commentaries (34)
Blueprint for Change (83)
Place Name Games (90)
Getting into Government (91)
Energy Alternatives (94)
Planning for People (98)
UN Delegates and Dilemmas (102)
Cross-Happenings (105)
Conflict Consultation Corps (107)
A Piece of Cake (22)
Governing Humankind (23)

"The social studies should emphasize citizen participation in world affairs."

Young Humans' Rights (28)
Data Dig (35)
World Issues Survey (36)
Noted Nobelists (41)
Future Forecast (47)
WHO Wars (52)
A Debate (61)
Communicate It (65)
Cartoon Commentaries (34)
Pollution Solutions (66)
Newswatch (75)
Worldwide Working (82)
Blueprint for Change (83)
News Reviews (95)
A World of Faith (96)
UN Delegates and Dilemmas (102)
Global Gatherings (104)
Conflict Consultation Corps (107)
Networking the World (108)

Recommendations are from "Position Statement on Global Education," prepared by John Chapman, Chairperson, James M. Becker, M. Eugene Gilliom, and Jan Tucker at the request of the International Activities Committee and as reported in *Social Education* (January 1982), pp. 36–38.

6. Correlation of *Worldways* Activities With Curricular Disciplines

LIST OF ACTIVITIES Main activities = **M** Takeoff activities = **T**	PAGE	LANGUAGE	Reading	Writing	Editing/Spelling	Speaking	Discussing	Interviewing	Listening	SOCIAL STUDIES	Geography	History	Economics	Anthropology	Career Awareness	MATH	Computing	Computer	Estimating	Graphing/Charts	Measuring	Statistics	LOGIC	Classify/Categorize	Compare/Contrast	Critical Thinking	Decision Making	Inferring
The World in Our Classroom	21			M		M		M																M	M		
A Piece of Cake	22		M														M			M				M/T			
Governing Humankind	23		M	M																							
Cross-Cultural Space Colony	24		M/T	T							M		M	M			M										
Message of Folktales	25		M	T										M									M				
Mechanical Connections	26		M/T	T		T			T		M/T	M/T					T			M			M		T		
Young Human's Rights	28		M/T	M/T			M					M												T			
World of Word Magic	29		M	M		M																					
The World in Our Town	30		M	M/T	M			M																			
A Common Thread	31										M									M				M			
World Conservation Directory	32		M	M	M																		M				
International Revue	33					M			M																		
Cartoon Commentaries	34		M/T	M		M	M/T	T	M														M	M/T			
Data Dig	35		M	M																							
World Issues Survey	36			M	M	M		M									T	M/T		T		T		T			
Frontier Adventure	37			M/T								T			M								M			M	
How Does Their Garden Grow?	38		M	T			M	M			M																
Life Lights	39		M				M																		M		
Cultural Festival Calendar	40		M	M			M	M			T	T		T													
Noted Nobelists	41		M	M	M																						
The World of Playthings	42						M					M											M	M			
Common Communications	43		M	M/T	M/T						M	M															
World of Food	45			M/T							M	T					M		M	M				M			
Dwelling Distinctions	46		M			M	M					M/T											T	M	M		
Future Forecast	47		M	M		M	M				M												M	M		M	
Find It–Spell It	48				M						M																
News Views	49		M	M		M	M				M																
World of Animals	50		M/T	T			M	T			M													M			
WHO Wars	52		M	M			M	M	T		M				M					M							
Children's Games of the World	53		M/T			M/T					M/T			M/T									M	M/T			
Airflow	54																			M		M		M			
Food for All Fair	55		M/T	M										M/T													
Happy Birthday to Us	57		M/T											M/T													
International Data Banking	58		T	T		M	M		M/T			T						M		M							
Earth Changes	59		M	M		M	M/T	M	M/T		M									M			M		M		
Cultural Crafts Festival	60		M/T	M/T		M/T					M/T												M/T				M/T

Hypothesizing
Predicting
SCIENCE
Natural
Physical
Conservation
Ecology
ARTS
Crafts/Needlework
Designing
Draw/Painting
Drama
Model Making
Music
Photography
HOME ECONOMICS
Clothing
Foods
Health/Nutrition
PHYSICAL EDUCATION
Movement/Dance
Games
STUDY/REFERENCE
Data Organizing
Data Analysis
Research
FOREIGN LANGUAGES
ESL
The World in Our Classroom
A Piece of Cake
Governing Humankind
Cross-Cultural Space Colony
Message of Folktales
Mechanical Connections
Young Human's Rights
World of Word Magic
The World in Our Town
A Common Thread
World Conservation Directory
International Revue
Cartoon Commentaries
Data Dig
World Issues Survey
Frontier Adventure
How Does Their Garden Grow?
Life Lights
Cultural Festival Calendar
Noted Nobelists
The World of Playthings
Common Communications
World of Food
Dwelling Distinctions
Future Forecast
Find It–Spell It
News Views
World of Animals
WHO Wars
Children's Games of the World
Airflow
Food for All Fair
Happy Birthday to Us
International Data Banking
Earth Changes
Cultural Crafts Festival

	PAGE	LANGUAGE	Reading	Writing	Editing/Spelling	Speaking	Discussing	Interviewing	Listening	SOCIAL STUDIES	Geography	History	Economics	Anthropology	Career Awareness	MATH	Computing	Computer	Estimating	Graphing/Charts	Measuring	Statistics	LOGIC	Classify/Categorize	Compare/Contrast	Critical Thinking	Decision Making	Inferring
A Debate	61			M		M/T			M/T																		M/T	
Triad	62					M			M																		M	
World Flag Quilt	64																											
Communicate It	65			M	M																				T			
Pollution Solutions	66		M	M			M		M		M		M				T											
World Word Exchange	68				M/T																							
Partnerships and Pacts	69		M	T							M																	
Getting There from Here	70		T	T		T					M	T							T									
Mock Meet the Press	71		M/T			M/T		M/T	M/T		M/T														M/T			
Whether the Weather	72			M/T							M/T									M				M			M	
A Future Find	74			M/T																								
Newswatch	75		M/T	M/T					M/T		M/T						M/T											
Resource Realities	76			M/T			M		M		M							T									M	
International Park Day	78										M/T		M							T			M			T		
Menus from Many Places	79		M	T							M			T														
Semaphores to Satellites	81			M			M				M	M					T			T								
Worldwide Working	82			M		T	M/T	M	M						M/T								M/T					
Blueprint for Change	83		M	M/T			M	M	M											M							M	
Worldwide Wish Book	84		M	M									M				M/T	T										
Trip Planning	85		M/T	M/T	T	T	T				M/T						M			M/T					M			
World of Adornment	86, 88			T			M				M	M/T		M									M					
Reliance Alliance	89			M		M		M			M/T									M						M		
Place Name Games	90		M/T	M/T							M	M/T		M														
Getting into Government	91		M	M		T	M	T			M	M								M					M			
Who Goes There?	92		M										M				M			M					M			
Signs and Symbols	93			M/T													M											
Energy Alternatives	94		M	M		M			M								T								T		M	
News Reviews	95		M	M	M												T									M		
A World of Faith	96		T	M/T		T		M				T								M/T				M/T				
Designing Dances	97						M		M									T						M				
Planning for People	98																M			M				M				
World Flag	100																											
Sports Figuring	101			T			T										M	M		M						T		
UN Delegates and Dilemmas	102		M	M		M	M		M			T												M	M	M	M	
Counterparts	103			M/T			M/T													M				M/T				
Global Gatherings	104		T	M			T	M			M																	
Cross-Happenings	105		M	T							M	M												M	M			
Globe Theatre Productions	106		M	T		M						M																
Conflict Consultation Corps	107			M			M											T		T				M		M		
Networking the World	108		M	M/T	M	T	T				M/T						M/T											

Hypothesizing	Predicting	SCIENCE	Natural	Physical	Conservation	Ecology	ARTS	Crafts/Needlework	Designing	Draw/Painting	Drama	Model Making	Music	Photography	HOME ECONOMICS	Clothing	Foods	Health/Nutrition	PHYSICAL EDUCATION	Movement/Dance	Games	STUDY/REFERENCE	Data Organizing	Data Analysis	Research	FOREIGN LANGUAGES	ESL	
	M																								M			A Debate
	M																						M					Triad
								M		T	T														M T			World Flag Quilt
																							M	T	T			Communicate It
	T					M																		M	M			Pollution Solutions
										M T															M T	M T	M T	World Word Exchange
	T									M															M			Partnerships and Pacts
								M T	M			T													M T			Getting There from Here
																									M T			Mock Meet the Press
			M	M		M						M											M					Whether the Weather
	T								M	M																M	M	A Future Find
																									T			Newswatch
									T		M							M					M					Resource Realities
									T	T		M T									M				M			International Park Day
			T			M				M T			M				M T								M			Menus from Many Places
T			T							M	M T														M			Semaphores to Satellites
T																							M T		M T			Worldwide Working
																									T			Blueprint for Change
									M														M T	M T	M	M	M T	Worldwide Wish Book
																							M		M			Trip Planning
									M			M				M												World of Adornment
M											M	M																Reliance Alliance
									M	M															M			Place Name Games
																									M			Getting into Government
																							M	M	M			Who Goes There?
			M	M									M T							M					M			Signs and Symbols
					M	M																			M			Energy Alternatives
										M	M T	T													M			News Reviews
T										M													M T		T			A World of Faith
										M			M T							M T								Designing Dances
M	M		M						M	M								M				M	M	M			Planning for People
									M T	M T															M			World Flag
	T																							M				Sports Figuring
										T															M T			UN Delegates and Dilemmas
								T	T														M	M				Counterparts
																							M					Global Gatherings
T	T																								M			Cross-Happenings
											M	M													M			Globe Theatre Productions
											M	M																Conflict Consultation Corps
																												Networking the World

7. National Days of the World's Countries

January

1 Haiti, Independence Day
1 Sudan, Independence Day
4 Burma, Independence Day
26 Australia, Australia Day
26 India, Proclamation of the Republic
31 Nauru, National Holiday

February

4 Sri Lanka, Independence and National Day
6 New Zealand, Waitangi Day
16 Lithuania, Independence Day
18 Gambia, National Holiday
23 Guyana, Republic Day
24 Estonia, Independence Day
25 Kuwait, National Holiday
27 Dominican Republic, Independence Day

March

3 Morocco, National Day
6 Ghana, Independence Day
12 Gabon, National Holiday
12 Mauritius, Independence Day
13 Grenada, National Holiday
17 Ireland, St. Patrick's Day
23 Pakistan, Pakistan Day
25 Greece, Independence Day
26 Bangladesh, Independence Day
31 Malta, Republic Day

April

4 Hungary, Anniversary of the Liberation of Hungary
4 Senegal, Independence Day
16 Denmark, Birthday of the Queen
17 Syria, National Day
18 Zimbabwe, National Holiday
19 Sierra Leone, Republic Day
26 Tanzania, Union Day
27 Afganistan, Anniversary of the Saur Revolution
27 Togo, National Holiday
29 Japan, Birthday of the Emperor
30 Netherlands, Queen's Day

May

7 Israel, Independence Day
9 Czechoslovakia, National Holiday of the Republic
14 & 15 Paraguay, Independence Day
17 Norway, Constitution Day
20 Cameroon, National Holiday

25 Argentina, National Day
25 Jordan, Independence Day
31 South Africa, Republic Day

June

1 Western Samoa, National Holiday
1 Tunisia, National Day
2 Italy, Anniversary of the Republic
4 Tonga, Emancipation Day
5 Seychelles, Liberation Day
6 Sweden, Day of the Swedish Flag
10 Portugal, Day of Portugal
11 (Saturday closest to June 11) Great Britain, Queen's Official Birthday and Trooping the Colour
12 Philippines, Independence Day
17 Iceland, Anniversary of the Establishment of the Republic
23 Luxembourg, National Day
25 Mozambique, Independence Day
26 Madagascar, Independence Day
27 Djibouti, National Holiday

July

1 Burundi, Independence Day
1 Canada, Canada Day
1 Rwanda, Independence Day
4 United States of America, Independence Day
5 Venezuela, Independence Day
5 Cape Verde, Independence Day
6 Comoros, Independence Day
6 Malawi, Independence Day
7 Solomon Islands, National Holiday
10 Bahamas, National Day
12 Kiribati, National Holiday
14 France, Bastille Day
20 Colombia, Independence Day
21 Belgium, National Day
22 Poland, National Liberation Day
23 Egypt, Anniversary of the Revolution
26 Liberia, Independence Day
28 Peru, Independence Day

August

(First Monday in August) Jamaica, National Holiday
1 Switzerland, Anniversary of the Founding of the Swiss Confederation
6 Bolivia, National Holiday
8 Bolivia, Independence Day
9 Singapore, National Holiday
10 Ecuador, Independence Day
11 Chad, Independence Day
15 People's Republic of Congo, Congolese National Day
15 Korea, Independence Day
23 Romania, Liberation Day
25 Uruguay, Independence Day
31 Malaysia, National Day
31 Trinidad and Tobago, Independence Day

September

3 Qatar, Independence Day
6 Swaziland, National Holiday
7 Brazil, Independence Day
9 Bulgaria, Anniversary of the Socialist Revolution
12 Ethiopia, National Revolution Day
15 Costa Rica, Independence Day
15 El Salvador, Independence Day
15 Guatemala, Independence Day
15 Honduras, Independence Day
15 Nicaragua, Independence Day
16 Mexico, Independence Day
16 Papua New Guinea, Independence Day
18 Chile, Independence Day
21 Belize, Independence Day
22 Mali, Anniversary of the Proclamation of the Republic
23 Saudi Arabia, Unification of the Kingdom
24 Republic of Guinea-Bissau, Independence Day
30 Botswana, Independence Day

October

1 People's Republic of China, National Holiday
1 Cyprus, Independence Day
1 Nigeria, Independence Day
1 Tuvalu, Independence Day
2 Republic of Guinea, Independence Day
4 Lesotho, Independence Day
7 German Democratic Republic, Foundation of the German Democratic Republic
9 Uganda, Independence Day
10 Fiji, Independence Day
12 Equatorial Guinea, Independence Day
12 Spain, National Holiday
17 Indonesia, Independence Day
21 Somalia, National Holiday
24 Zambia, Independence Day
26 Austria, National Holiday
27 St. Vincent and the Grenadines, National Holiday
29 Turkey, Declaration of the Republic

November

1 Algeria, Anniversary of the Revolution
1 Antigua and Barbuda, National Holiday
3 Dominica, National Holiday
3 Panama, Independence Day
7 & 8 Union of Soviet Socialist Republics, The Great October Socialist Revolution
18 Latvia, Independence Day
18 Oman, National Day
22 Lebanon, Independence Day
24 Zaire, National Holiday
25 Suriname, Independence Day
28 Mauritania, Independence Day
29 Yugoslavia, National Holiday: Proclamation of the Soviet Federal Republic of Yugoslavia

30 Barbados, Independence Day
30 Benin, National Day

December

1 Central African Republic, National Holiday
2 Laos, National Day
2 United Arab Emirates, National Day
5 Thailand, Birthday of His Majesty the King
6 Finland, Independence Day
7 Ivory Coast, National Holiday
11 Burkina Faso, Republic Day
12 Kenya, Independence Day
13 St. Lucia, National Day
16 Bahrain, Independence Day
18 Niger, Republic Day
28 Nepal, Birthday of His Majesty the King

For additional holidays and festivals, consult either of the following references:

Chases' Calendar of Annual Events: An Almanac and Survey of the Year. Flint, MI: Apple Tree Press. Published annually.

Shemanski, Frances. *A Guide to World Fairs and Festivals.* Westport, CT: Greenwood Press, 1986.

8. The Declaration of Independence

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and, accordingly, all experience has shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed.

But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world.

He has refused his assent to laws the most wholesome and necessary for the public good.

He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature; a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved representative houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the legislative powers, incapable of annihilation, have returned to the people at large for their exercise; the state remaining in the meantime exposed to all the dangers of invasion from without, and convulsions within.

He has endeavored to prevent the population of these states; for that purpose obstructing the laws for naturalization of foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new appropriations of lands.

He has obstructed the administration of justice, by refusing his assent to laws for establishing judiciary powers.

He has made judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of new offices, and sent hither swarms of officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, standing armies, without the consent of our legislatures.

He has affected to render the military independent of and superior to the civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his assent to their acts of pretended legislation:

For quartering large bodies of armed troops among us;

For protecting them, by a mock trial, from punishment for any murders which they should commit on the inhabitants of these states;

For cutting off our trade with all parts of the world;

For imposing taxes on us without our consent;

For depriving us, in many cases, of the benefits of trial by jury;

For transporting us beyond seas to be tried for pretended offenses;

For abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government, and enlarging its boundaries, so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies;

For taking away our charters, abolishing our most valuable laws, and altering fundamentally the forms of our governments;

For suspending our own legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated government here, by declaring us out of his protection, and waging war against us.

He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation, and tyranny already begun with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.

He has constrained our fellow citizens, taken captive on the high seas, to bear arms against their country, to become the executioners of their friends and brethren, or to fall themselves by their hands.

He has excited domestic insurrections among us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions.

In every stage of these oppressions, we have petitioned for redress in the most humble terms. Our repeated petitions have been answered only by repeated injury. A prince, whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people.

Nor have we been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our separation, and hold them, as we hold the rest of mankind, enemies in war, in peace, friends.

We, therefore, the representatives of the United States of America, in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name and by authority of the good people of these colonies, solemnly publish and declare, that these united colonies are and of right ought to be free and independent states; that they are absolved from all allegiance to the British Crown, and that all political connection between them and the state of Great Britain is and ought to be totally dissolved; and that, as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent states may of right do. And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

9. The Constitution of the United States

PREAMBLE

We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

ARTICLE 1

Section 1

All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2

Clause 1. The House of Representatives shall be composed of members chosen every second year by the people of the several states, and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature.

Clause 2. No person shall be a representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state in which he shall be chosen.

Clause 3. Representatives and direct taxes shall be apportioned among the several states which may be included within this Union, according to their respective numbers, [which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three fifths of all other persons]. The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of representatives shall not exceed one for every thirty thousand, but each state shall have at least one representative; [and until such enumeration shall be made, the state of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three].

Clause 4. When vacancies happen in the representation from any state, the executive authority thereof shall issue writs of election to fill such vacancies.

Clause 5. The House of Representatives shall choose their speaker and other officers, and shall have the sole power of impeachment.

Section 3

Clause 1. The Senate of the United States shall be composed of two senators from each state, [chosen by the legislature thereof,] for six years; and each senator shall have one vote.

Clause 2. Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and of the third class at the expiration of the sixth year, so that one third may be chosen every second year; [and if vacancies happen by resignation, or otherwise, during the recess of the legislature of any state, the executive thereof may make temporary appointments until the next meeting of the legislature, which shall then fill such vacancies].

Clause 3. No person shall be a senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state for which he shall be chosen.

Clause 4. The Vice-President of the United States shall be president of the Senate, but shall have no vote, unless they be equally divided.

Clause 5. The Senate shall choose their other officers and also a president pro tempore, in the absence of the Vice-President, or when he shall exercise the office of President of the United States.

Clause 6. The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside. And no person shall be convicted without the concurrence of two thirds of the members present.

Clause 7. Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust, or profit under the United States; but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment, and punishment, according to law.

Section 4

Clause 1. The times, places, and manner of holding elections for senators and representatives shall be prescribed in each state by the legislature thereof; but the Congress may at any time by law make or alter such regulations, [except as to the places of choosing senators].

Clause 2. The Congress shall assemble at least once in every year, [and such meeting shall be on the first Monday in December,] unless they shall by law appoint a different day.

Section 5

Clause 1. Each house shall be the judge of the elections, returns, and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner and under such penalties as each house may provide.

Clause 2. Each house may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two thirds, expel a member.

Clause 3. Each house shall keep a journal of its proceedings and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either house on any question shall, at the desire of one fifth of those present, be entered on the journal.

Clause 4. Neither house, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two houses shall be sitting.

Section 6

Clause 1. The senators and representatives shall receive a compensation for their services, to be ascertained by law, and paid out of the Treasury of the United States. They shall in all cases, except treason, felony, and breach of the peace, be privileged from arrest during their attendance at the session of their respective houses, and in going to and returning from the same; and for any speech or debate in either house, they shall not be questioned in any other place.

Clause 2. No senator or representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States which shall have been created, or the emoluments whereof shall have been increased, during such time; and no person holding any office under the United States shall be a member of either house during his continuance in office.

Section 7

Clause 1. All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills.

Clause 2. Every bill which shall have passed the House of Representatives and the Senate shall, before it becomes a law, be presented to the President of the United States. If he approve he shall sign it, but if not, he shall return it, with his objections, to that house in which it shall have originated, who shall enter the objections at large on their journal and proceed to reconsider it. If, after such reconsideration, two thirds of that house shall agree to pass the bill, it shall be sent, together with the objections, to the other house, by which it shall likewise be reconsidered, and, if approved by two thirds of that house, it shall become a law. But in all such cases the votes of both houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each house respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

Clause 3. Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

Section 8

The Congress shall have power:

Clause 1. To lay and collect taxes, duties, imposts, and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts, and excises shall be uniform throughout the United States;

Clause 2. To borrow money on the credit of the United States;

Clause 3. To regulate commerce with foreign nations, and among the several states, and with the Indian tribes;

Clause 4. To establish a uniform rule of naturalization and uniform laws on the subject of bankruptcies throughout the United States;

Clause 5. To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures;

Clause 6. To provide for the punishment of counterfeiting the securities and current coin of the United States;

Clause 7. To establish post offices and post roads;

Clause 8. To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries;

Clause 9. To constitute tribunals inferior to the Supreme Court;

Clause 10. To define and punish piracies and felonies committed on the high seas and offenses against the law of nations;

Clause 11. To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;

Clause 12. To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;

Clause 13. To provide and maintain a navy;

Clause 14. To make rules for the government and regulation of the land and naval forces;

Clause 15. To provide for calling forth the militia to execute the laws of the Union, suppress insurrections, and repel invasions;

Clause 16. To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the states respectively the appointment of the officers and the authority of training the militia according to the discipline prescribed by Congress;

Clause 17. To exercise exclusive legislation in all cases whatsoever over such district (not exceeding ten miles square) as may, by cession of particular states and the acceptance of Congress, become the seat of the government of the United States, and to exercise like authority over all places purchased by the consent of the legislature of the state in which the same shall be for the erection of forts, magazines, arsenals, dockyards, and other needful buildings; and

Clause 18. To make all laws which shall be necessary and proper for carrying into execution the foregoing powers and all other powers vested by this Constitution in the government of the United States, or in any department or officer thereof.

Section 9

Clause 1. The migration or importation of such persons as any of the states now existing shall think proper to admit shall not be prohibited by Congress prior to the year 1808, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.

Clause 2. The privilege of the writ of habeas corpus shall not be suspended, unless, when in cases of rebellion or invasion, the public safety may require it.

Clause 3. No bill of attainder or ex post facto law shall be passed.

Clause 4. No capitation [or other direct] tax shall be laid, unless in proportion to the census or enumeration hereinbefore directed to be taken.

Clause 5. No tax or duty shall be laid on articles exported from any state.

Clause 6. No preference shall be given by any regulation of commerce or revenue to the ports of one state over those of another; nor shall vessels bound to or from one state be obliged to enter, clear, or pay duties in another.

Clause 7. No money shall be drawn from the Treasury but in consequence of appropriations made by law; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

Clause 8. No title of nobility shall be granted by the United States. And no person holding any office of profit or trust under them shall, without the consent of the Congress, accept of any present, emolument, office, or title of any kind whatever from any king, prince, or foreign state.

Section 10

Clause 1. No state shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debts; pass any bill of attainder, ex post facto law, or law impairing the obligation of contracts, or grant any title of nobility.

Clause 2. No state shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws; and the net produce of all duties and imposts laid by any state on imports or exports shall be for the use of the Treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

Clause 3. No state shall, without the consent of Congress, lay any duty of tonnage; keep troops or ships of war in time of peace; enter into any agreement or compact with another state or with a foreign power; or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

ARTICLE 2

Section 1

Clause 1. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and, together with the Vice-President, chosen for the same term, be elected as follows:

Clause 2. Each state shall appoint, in such manner as the legislature thereof may direct, a number of electors, equal to the whole number of senators and representatives to which the state may be entitled in the Congress; but no senator or representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

Clause 3. [The electors shall meet in their respective states and vote by ballot for two persons, or whom one at least shall not be an inhabitant of the same state with themselves. And they shall make a list of all the persons voted for and of the number of votes for each; which list they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the president of the Senate. The president of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole number of electors appointed; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then from the five highest on the list the said house shall in like manner choose the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two thirds of the states, and a majority of all the states shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice-President. But if there should remain two or more who have equal votes, the Senate shall choose from them by ballot the Vice-President.]

Clause 4. The Congress may determine the time of choosing the electors and the day on which they shall give their votes, which day shall be the same throughout the United States.

Clause 5. No person except a natural-born citizen, or a citizen of the United States at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years and been fourteen years a resident within the United States.

Clause 6. In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice-President, and the Congress may by law provide for the case of removal, death, resignation, or inability, both of the President and Vice-President, declaring what officer shall then act as President, and such officer shall act accordingly until the disability be removed or a President shall be elected.

Clause 7. The President shall, at stated times, receive for his services a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States or any of them.

Clause 8. Before he enter on the execution of his office, he shall take the following oath or affirmation:"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will, to the best of my ability, preserve, protect, and defend the Constitution of the United States."

Section 2

Clause 1. The President shall be commander in chief of the army and navy of the United States, and of the militia of the several states when called into actual service of the United States. He may require the opinion, in writing, of the principal officer in each of the executive departments upon any subject relating to the duties of their respective offices. And he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

Clause 2. He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two thirds of the senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States whose appointments are not herein otherwise provided for, and which shall be established by law; but the Congress may by law vest the appointment of such inferior officers as they think proper in the President alone, in the courts of law, or in the heads of departments.

Clause 3. The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

Section 3

He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both houses, or either of them, and in case of disagreement between them with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed,and shall commission all the officers of the United States.

Section 4

The President, Vice-President, and all civil officers of the United States shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

ARTICLE 3

Section 1

The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the Supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services a compensation which shall not be diminished during their continuance in office.

Section 2

Clause 1. The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority; to all cases affecting ambassadors, other public ministers and consuls; to all cases of admiralty and maritime jurisdiction; to controversies to which the United States shall be a party; to controversies between two or more states; [between a state and citizens of another state;] between citizens of different states; between citizens of the same state claiming lands under grants of different states; and between a state, or the citizens thereof, and foreign states, [citizens, or subjects].

Clause 2. In all cases affecting ambassadors, other public ministers and consuls, and those in which a state shall be party, the Supreme Court shall have original jurisdiction. In all the other cases beforementioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions and under such regulations as the Congress shall make.

Clause 3. The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the state where the said crimes shall have been committed; but when not committed within any state, the trial shall be at such place or places as the Congress may by law have directed.

Section 3

Clause 1. Treason against the United States shall consist only in levying war against them or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

Clause 2. The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood or forfeiture except during the life of the person attainted.

ARTICLE 4

Section 1

Full faith and credit shall be given in each state to the public acts, records, and judicial proceedings of every other state. And the Congress may by general laws prescribe the manner in which such acts, records, and proceedings shall be proved, and the effect thereof.

Section 2

Clause 1. The citizens of each state shall be entitled to all privileges and immunities of citizens in the several states.

Clause 2. A person charged in any state with treason, felony or other crime, who shall flee from justice and be found in another state, shall, on demand of the executive authority of the state from which he fled, be delivered up to be removed to the state having jurisdiction of the crime.

Clause 3. [No person held to service or labor in one state under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due.]

Section 3

Clause 1. New states may be admitted by the Congress into this Union; but no new state shall be formed or erected within the jurisdiction of any other state; nor any state be formed by the junction of two or more states, or parts of states, without the consent of the legislatures of the states concerned as well as of the Congress.

Clause 2. The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular state.

Section 4

The United States shall guarantee to every state in this Union a republican form of government, and shall protect each of them against invasion, and, on application of the legislature or of the executive (when the legislature cannot be convened), against domestic violence.

ARTICLE 5

The Congress, whenever two thirds of both houses shall deem it necessary, shall propose amendments to this Constitution or, on the application of the legislatures of two thirds of the several states, shall call a convention for proposing amendments, which, in either case, shall be valid, to all intents and purposes, as part of this Constitution when ratified by the legislatures of three fourths of the several states, or by conventions in three fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; provided [that no amendment which may be made prior to the year 1808 shall in any manner affect the first and fourth clauses in the ninth section of the first article; and] that no state, without its consent, shall be deprived of its equal suffrage in the Senate.

ARTICLE 6

Clause 1. All debts contracted and engagements entered into before the adoption of this Constitution shall be as valid against the United States under this Constituion as under the Confederation.

Clause 2. This Constitution and the laws of the United States which shall be made in pursuance thereof, and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every state shall be bound thereby, anything in the constitution or laws of any state to the contrary notwithstanding.

Clause 3. The senators and representatives beforementioned, and the members of the several state legislatures, and all executive and judicial officers, both of the United States and of the several states, shall be bound by oath or affirmation to support this Constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

ARTICLE 7

The ratification of the conventions of nine states shall be sufficient for the establishment of this Constitution between the states so ratifying the same.

Done in convention by the unanimous consent of the states present the seventeenth day of September in the year of our Lord one thousand seven hundred and eighty-seven, and of the independence of the United States of America the twelfth. In witness whereof we have hereunto subscribed our names,

George Washington,
President and deputy from Virginia

New Hampshire
John Langdon
Nicholas Gilman

Massachusetts
Nathaniel Gorham
Rufus King

Connecticut
William Samuel Johnson
Roger Sherman

New York
Alexander Hamilton

New Jersey
William Livingston
David Brearley
William Paterson
Jonathan Dayton

Pennsylvania
Benjamin Franklin
Thomas Mifflin
Robert Morris
George Clymer
Thomas FitzSimons
Jared Ingersoll
James Wilson
Gouverneur Morris

Delaware
George Read
Gunning Bedford, Jr.
John Dickinson
Richard Bassett
Jacob Broom

Maryland
James McHenry
Dan of St. Thomas Jenifer
Daniel Carroll

Virginia
John Blair
James Madison, Jr.

North Carolina
William Blount
Richard Dobbs Spaight
Hugh Williamson

South Carolina
John Rutledge
Charles Cotesworth Pinckney
Charles Pinckney
Pierce Butler

Georgia
William Few
Abraham Baldwin

Amendments to the Constitution

The first ten amendments, called the Bill of Rights, were proposed as a group in 1789 and ratified in 1791. Other amendments were proposed and ratified one at a time.

AMENDMENT 1

Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof, or abridging the freedom of speech or of the press, or the right of the people peaceably to assemble and to petition the government for a redress of grievances.

AMENDMENT 2

A well-regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.

AMENDMENT 3

No soldier shall, in time of peace, be quartered in any house without the consent of the owner, nor in time of war but in a manner to be prescribed by law.

AMENDMENT 4

The right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched and the persons or things to be seized.

AMENDMENT 5

No person shall be held to answer for a capital or otherwise infamous crime unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property without due process of law; nor shall private property be taken for public use without just compensation.

AMENDMENT 6

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

AMENDMENT 7

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any court of the United States than according to the rules of the common law.

AMENDMENT 8

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT 9

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

AMENDMENT 10

The powers not delegated to the United States by the Constitution, not prohibited by it to the states, are reserved to the states respectively, or to the people.

AMENDMENT 11

The judicial power of the United States shall not be construed to extend to any suit in law or equity commenced or prosecuted against one of the United States by citizens of another state, or by citizens or subjects of any foreign state.

AMENDMENT 12

The electors shall meet in their respective states and vote by ballot for President and Vice-President, one of whom at least shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President and of all persons voted for as Vice-President and of the number of votes for each, which lists they shall sign and certify and transmit sealed to the seat of government of the United States, directed to the president of the Senate. The president of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted. The person having the greatest number of votes for President shall be the President, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two thirds of the states, and a majority of all the states shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, [before the fourth day of March next following,] then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President. The person having the greatest number of votes as Vice-President shall be the Vice-President, if such number be a majority

of the whole number of electors appointed, and if no person have a majority, then from the two highest numbers on the list the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two thirds of the whole number of senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

AMENDMENT 13

Section 1

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States or any place subject to their jurisdiction.

Section 2

Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT 14

Section 1

All persons born or naturalized in the United States and subject to the jurisdiction thereof are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2

Representatives shall be apportioned among the several states according to their respective numbers, counting the whole number of persons in each state, [excluding Indians not taxed.] But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, representatives in Congress, the executive and judicial officers of a state, or the members of the legislature thereof is denied to any of the male inhabitants of such state, being twenty-one years of age and citizens of the United States, or in any way abridged, except for participation in rebellion or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such state.

Section 3

No person shall be a senator or representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any state, who, having previously taken an oath as a member of Congress or as an officer of the United States or as a member of any state legislature or as an executive or judicial officer of any state to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two thirds of each house remove such disability.

Section 4

The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any state shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States or any claim for the loss or emancipation of any slave; but all such debts, obligations, and claims shall be held illegal and void.

Section 5

The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

AMENDMENT 15

Section 1

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.

Section 2

The Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT 16

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several states, and without regard to any census or enumeration.

AMENDMENT 17

Section 1

The Senate of the United States shall be composed of two senators from each state, elected by the people thereof for six years; and each senator shall have one vote. The electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislatures.

Section 2

When vacancies happen in the representation of any state in the Senate, the executive authority of such state shall issue writs of election to fill such vacancies, provided that the legislature of any state may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

Section 3

This amendment shall not be so construed as to affect the election or term of any senator chosen before it becomes valid as part of the Constitution.

AMENDMENT 18

Section 1

After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Section 2

The Congress and the several states shall have concurrent power to enforce this article by appropriate legislation.

Section 3

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several states, as provided in the Constitution, within seven years from the date of the submission hereof to the states by the Congress.

AMENDMENT 19

Section 1

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

Section 2

Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT 20

Section 1

The terms of the President and Vice-President shall end at noon on the 20th day of January, and the terms of senators and representatives at noon on the 3rd day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section 2

The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3rd day of January, unless they shall by law appoint a different day.

Section 3

If, at the time fixed for the beginning of the term of the President, the President-elect shall have died, the Vice-President-elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President-elect shall have failed to qualify, then the Vice-President- elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President-elect nor a Vice-President-elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice-President shall have qualified.

Section 4

The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice-President whenever the right of choice shall have devolved upon them.

Section 5

Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

Section 6

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three fourths of the several states within seven years from the date of its submission.

AMENDMENT 21

Section 1

The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

Section 2

The transportation or importation into any state, territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

Section 3

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several states, as provided in the Constitution, within seven years from the date of submission hereof to the states by the Congress.

AMENDMENT 22

Section 1

No person shall be elected to the office of the President more than twice, and no person who has held the office of President or acted as President for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this article shall not apply to any person holding the office of President when this article was proposed by the Congress, and shall not prevent any person who may be holding the office of President or acting as President during the term within which this article becomes operative from holding the office of President or acting as President during the remainder of such term.

Section 2

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legis-

latures of three fourths of the several states within seven years from the day of its submission to the states by the Congress.

AMENDMENT 23

Section 1

The district constituting the seat of government of the United States shall appoint in such manner as the Congress may direct: A number of electors of President and Vice-President equal to the whole number of senators and representatives in Congress to which the district would be entitled if it were a state, but in no event more than the least populous state; they shall be in addition to those appointed by the states, but they shall be considered, for the purposes of the election of President and Vice-President, to be electors appointed by a state; and they shall meet in the district and perform such duties as provided by the twelfth article of amendment.

Section 2

The Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT 24

Section 1

The right of citizens of the United States to vote in any primary or other election for President or Vice-President, for electors for President or Vice-President, or for senator or representative in Congress, shall not be denied or abridged by the United States or any state by reason of failure to pay any poll tax or other tax.

Section 2

The Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT 25

Section 1

In case of the removal of the President from office or of his death or resignation, the Vice-President shall become President.

Section 2

Whenever there is a vacancy in the office of the Vice-President, the President shall nominate a Vice-President who shall take office upon confirmation by a majority vote of both houses of Congress.

Section 3

Whenever the President transmits to the president pro tempore of the Senate and the speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice-President as Acting President.

Section 4

Whenever the Vice-President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the president pro tempore of the Senate and the speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice-President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the president pro tempore of the Senate and the speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice-President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the president pro tempore of the Senate and the speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both houses that the President is unable to discharge the powers and duties of his office, the Vice-President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

AMENDMENT 26

Section 1

The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any state on account of age.

Section 2

The Congress shall have power to enforce this article by appropriate legislation.

10. Universal Declaration of Human Rights

Adopted and proclaimed by the United Nations General Assembly resolution 217 A (III) of 10 December 1948

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

ARTICLE 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

ARTICLE 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

ARTICLE 3

Everyone has the right to life, liberty and the security of person.

ARTICLE 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

ARTICLE 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

ARTICLE 6

Everyone has the right to recognition everywhere as a person before the law.

ARTICLE 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

ARTICLE 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

ARTICLE 9

No one shall be subjected to arbitrary arrest, detention or exile.

ARTICLE 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

ARTICLE 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

ARTICLE 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

ARTICLE 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.

2. Everyone has the right to leave any country including his own, and to return to his country.

ARTICLE 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.

2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

ARTICLE 15

1. Everyone has the right to a nationality.

2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

ARTICLE 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

2. Marriage shall be entered into only with the free and full consent of the intending spouses.

3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

ARTICLE 17

1. Everyone has the right to own property alone as well as in association with others.

2. No one shall be arbitrarily deprived of his property.

ARTICLE 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

ARTICLE 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

ARTICLE 20

1. Everyone has the right to freedom of peaceful assembly and association.

2. No one may be compelled to belong to an association.

ARTICLE 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

2. Everyone has the right of equal access to public service in his country.

3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

ARTICLE 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

ARTICLE 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

2. Everyone, without any discrimination, has the right to equal pay for equal work.

3. Everyone who works has the right to just and favourable remuneration ensuring for himself and for his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

4. Everyone has the right to form and to join trade unions for the protection of his interests.

ARTICLE 24

Everyone has the right to rest and leisure, including reasonable limitations of working hours and periodic holidays with pay.

ARTICLE 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

ARTICLE 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.

Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

ARTICLE 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

ARTICLE 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

ARTICLE 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

ARTICLE 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

11. Declaration of the Rights of the Child

Adopted by the United Nations General Assembly, November 20, 1959.

PREAMBLE

Whereas the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights, and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Whereas the United Nations has, in the Universal Declaration of Human Rights, proclaimed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Whereas the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth,

Whereas the need for such special safeguards has been stated in the Geneva Declaration of the Rights of the Child of 1924, and recognized in the Universal Declaration of Human Rights and in the statutes of specialized agencies and international organizations concerned with the welfare of children.,

Whereas mankind owes to the child the best it has to give,

Now therefore,

The General Assembly

Proclaims this Declaration of the Rights of the Child to the end that he may have a happy childhood and enjoy for his own good and for the good of society the rights and freedoms herein set forth, and calls upon parents, upon men and women as individuals and upon voluntary organizations, local authorities and national governments to recognize these rights and strive for their observance by legislative and other measures progressively taken in accordance with the following principles:

PRINCIPLE 1

The child shall enjoy all the rights set forth in this Declaration. All children, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.

PRINCIPLE 2

The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose the best interests of the child shall be the paramount consideration.

PRINCIPLE 3

The child shall be entitled from his birth to a name and a nationality.

PRINCIPLE 4

The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.

PRINCIPLE 5

The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.

PRINCIPLE 6

The child, for the full and harmonious development of his personality, needs love and understanding. He shall, whenever possible, grow up in the care and under the responsibility of his parents, and in any case in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of state and other assistance toward the maintenance of children of large families is desirable.

PRINCIPLE 7

The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him on a basis of equal opportunity to develop his abilities, his individual judgment, and his sense of moral and social responsibility, and to become a useful member of society.

The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents.

The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavor to promote the enjoyment of this right.

PRINCIPLE 8

The child shall in all circumstances be among the first to receive protection and relief.

PRINCIPLE 9

The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form.

The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.

PRINCIPLE 10

The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood and in full consciousness that his energy and talents should be devoted to the services of his fellow men.

12. Embassies and Tourist Offices

Afghanistan

Afghan Embassy:
2341 Wyoming Ave., NW, Washington, DC 20008
31 Princes Gate, London, SW7, England

Afghan Tourist Organization:
535 Fifth Ave., Suite 1609, New York, NY 10017

US Embassy:
Wazir Akbar Khan Mina, Kabul, Afghanistan

British High Commission:
Kabul, Afghanistan

Algeria

Algerian Embassy:
2118 Kalorama Rd., Washington, DC 20008
435 Daly Ave., Ottawa ON K1N 6H3 Canada
54 Holland Park, London, W11, England

US Embassy:
4 Chemin Cheikh Bachir Brahimi, Box 549, Algiers, Algeria

British Embassy:
Residence Cassiopee, 7 Chemin de Glycines, Algiers, Algeria

Andorra

Andorra Information and Tourism:
1923 W. Irving Park Rd., Chicago, IL 60613

Angola

British Embassy:
Rua Diogo Cao 4 (Caixa Postal 1244), Luanda, Angola

Anguilla

Anguilla Department of Tourism:
c/o Tromson Monroe, Inc., 40 E. 49th St., New York NY 10017

Caribbean Tourism Association:
20 E. 46th St., New York, NY 10017

Antigua and Barbuda

Consulate of Antigua:
610 Fifth Ave., Suite 311, New York, NY 10020

US Embassy:
St. John's, Antigua

Antigua and Barbuda Department of Tourism:
610 Fifth Ave., Suite 311, New York, NY 10020
60 St. Clair Ave. E., Suite 205, Toronto, ON M4T 1N5, Canada

East Caribbean Commission:
112 Kent St., Suite 1701, Ottawa, ON K1P 5P2 Canada

Eastern Caribbean Tourism Association:
20 E. 42nd St., Rm. 411, New York, NY 10017

Argentina

Argentine Embassy:
1600 New Hampshire Ave., NW, Washington, DC 20009
90 Sparks St., Suite 620, Ottawa, ON K1P 5B4, Canada

US Embassy:
4300 Colombia, Buenos Aires, Argentina

Aruba

Aruba Tourist Bureau:
399 NE 15th St., Miami, FL 33132
1270 Ave. of the Americas, Rm. 2212, New York, NY 10020

Caribbean Tourism Association:
20 E. 46th St., New York, NY 10017

Australia

Australian Embassy:
1601 Massachusetts Ave., NW, Washington, DC 20036

Australian High Commission:
Australia House, Strand, London, WC2, England
National Building, 130 Slater St., 13th Floor, Ottawa, ON K1P 5H6, Canada

Australian Tourist Commission Offices:
3550 Wilshire Blvd., Los Angeles, CA 90010
630 Fifth Ave., Rm. 467, New York, NY 10111
120 Eglinton Ave. E., Suite 220, Toronto, ON M4P 1E2, Canada

US Embassy:
Moonah Place, Canberra, A.C.T. 2600, Australia

British High Commission:
Commonwealth Avenue, Canberra, A.C.T., Australia

Australian Tourist Commission:
324 St. Kilda Rd., Box 73b, Melbourne, Victoria 3004, Australia
3550 Wilshire Blvd., Los Angeles, CA 90010
489 Fifth Ave., New York, NY 10017
120 Eglinton Ave., E., Suite 220, Toronto, ON M4P 1E2, Canada
Heathcoat House, 20 Savile Row, London, England W1X 1AE

Austria

Austrian Embassy:
2343 Massachusetts Ave., NW, Washington, DC 20008
445 Wilbrod St., Ottawa, ON K1N 6M7, Canada
18 Belgrave Mews West, London, SW1, England

Austrian National Tourist Office:
Kinderspitalgasse 5, A-1095, Vienna, Austria
3440 Wilshire Blvd., Suite 906, Los Angeles, CA 90010
500 Fifth Ave., New York, NY 10110
2 Bloor St. E., Suite 3330, Toronto, ON M4W 1A8, Canada

US Embassy:
Boltzmanngasse 16, A-1091, Vienna, Austria

Bahamas

Embassy of the Bahamas:
600 New Hampshire Ave., NW, Suite 865, Washington, DC 20037

Bahamian High Commission:
39 Pall Mall, London, SW1, England
150 Kent St., Suite 301, Ottawa, ON K1P 5P4, Canada

US Embassy:
Mosmar Bldg., Queen St., Box N-8197, Nassau, Bahamas

British High Commission:
Bitco Building, East St., (P.O. Box N7516), Nassau, Bahamas

Bahamas Tourist Office:
10 Columbus Circle, Suite 1660, New York NY 10019
3450 Wilshire Blvd., Suite 208, Los Angeles, CA 90010

Bahamas Ministry of Tourism:
Bay Street, Box N-3701, Nassau, Bahamas

Bahrain

Bahrain Embassy:
3502 International Dr., NW, Washington, DC 20008
98 Gloucester Rd., London, SW7, England

US Embassy:
Shaikh Isa Rd., Box 26431, Manama, Bahrain

British Embassy:
Government Road-North, Manama, Bahrain

Bangladesh

Bangladesh Embassy:
2201 Wisconsin Ave., NW, Suite 300, Washington, DC 20007

Bangladesh High Commission:
28 Queen's Gate, London, SW7, England

US Embassy:
Adamjee Court Bldg., 5th Fl., Box 323, Dhaka, Bangladesh

British High Commission:
Abu Bakr House, P.O. Box 6079, Gulshan, Dhaka, Bangladesh

Bangladesh Parjatan Corporation:
Old Airport Bldg. Tejgaon, Dhaka 15, Bangladesh

Barbados

Barbados Embassy:
2144 Wyoming Ave., NW, Washington, DC 20008

Barbados High Commission:
6 Upper Belgrave St., London, SW1, England

US Embassy:
Box 302, Bridgetown, Barbados

British High Commission:
147-9 Roebuck St. (P.O. Box 676C), Bridgetown, Barbados

Barbados Board of Tourism:
3440 Wilshire Blvd., Suite 1215, Los Angeles, CA 90010
800 Second Ave., New York, NY 10017
20 Queen St. W., Suite 1508, Toronto, ON M5H 3R3, Canada

Caribbean Tourism Association:
20 E. 46th St., New York, NY 10017

Belgium

Belgian Embassy:
3330 Garfield St., NW, Washington, DC 20008
85 Range Rd., Rm 601, Ottawa ON K1N 8J6, Canada
103 Eaton Square, London, SW1, England

Belgian Tourist Office:
Rue Marche Aux Herbes 61, 1000 Brussels, Belgium
745 Fifth Ave., New York, NY 10151

US Embassy:
27 Blvd. du Regent, 1000 Brussels, Belgium

British Embassy:
28 Rue Joseph II, 1040 Brussels, Belgium

Belize

Belize Embassy:
1129 20th St., NW, Washington, DC 20036

Belize High Commission:
c/o West Indies Committee, 48 Albermarle St., London, W1, England

British High Commission:
Belize House, Belmopan, Belize

Benin

Benin Embassy:
2737 Cathedral Ave., NW, Washington, DC 20008
58 Glebe Ave., Ottawa, ON K1S 2C3, Canada

US Embassy:
Rue Caporal Anani Bernard, Boite Postal 2012, Cotonou, Benin

Bhutan

Permanent Mission to the UN:
2 United Nations Plaza, 27th Fl., New York, NY 10017

Bhutan Tourism Corporation:
Box 159, Thimphu, Bhutan

Bhutan Travel Service:
120 E. 56th St., New York, NY 10022
58 Road No. 3A, Dhanmondi R.A., Dhaka, Bangladesh

Bolivia

Bolivian Consulate General:
3014 Massachusetts Ave., NW, Washington, DC 20008

Bolivian Embassy:
106 Eaton Square, London, SW1, England

US Embassy:
Banco Popular Del Peru Bldg., Corner of Calles Mercado y Colon, Box 425, La Paz, Bolivia

British Embassy:
Casilla 694, La Paz, Bolivia

Botswana

Botswana Embassy:
4301 Connecticut Ave., NW, Suite 404, Washington, DC 20008

Botswana High Commission:
162 Buckingham Palace Rd., London, SW1, England

US Embassy:
Box 90, Gaborone, Botswana

British High Commission:
Private Bag 0023, Gaborone, Botswana

Brazil

Brazilian Embassy:
3006 Massachusetts Ave., NW, Washington, DC 20008
32 Green St., London, W1, England

US Embassy:
Avenida das Nacoes, Lote 3, Brasilia, Brazil

British Embassy:
Setor de Embaixadus Sul, Quadra 801, Conjunto K, Lote 8, Brasilia, D.F., Brazil

Brazilian Tourism Authority, Embratur:
60 E. 42nd St., Suite 1336
New York, NY 10165

Brunei Darussalam

Brunei Embassy:
Watergate, 2600 Virginia Ave., Suite 300, Washington, DC 20037

Brunei Commission:
49 Cromwell Rd., London, SW7, England

US Embassy:
3rd Fl., Teck, Jln. Sultan, Guan Plaza, Box 2991, Bandar Seri Begawan, Brunei Darussalam

British High Commission:
Jalan Residency, Brunei Darussalam

Information Dept., Ministry of Culture, Youth and Sport:
Box 2318, Bandar Seri Begawan, Negara Brunei Darussalam

Bulgaria

Bulgarian Embassy:
1621 22nd St., NW, Washington, DC 20008
325 Stewart St., Ottawa, ON K1N 6K5, Canada
186-188 Queen's Gate Gardens, SW7, England

Bulgarian Tourist Office:
161 E. 86th St., New York, NY 10028

US Embassy:
1 A. Stamboliiski Blvd., Sofia, Bulgaria

British Embassy:
65 Boulevard Tolbuhin, Sofia, Bulgaria

Burkina Faso (formerly Upper Volta)

Burkina Faso Embassy:
2340 Massachusetts Ave., NW, Washington, DC 20008
48 Range Rd., Ottawa, ON K1N 8J4, Canada

US Embassy:
Boite Postale 35, Ouagadougou, Burkina Faso

Burma

Burmese Embassy:
2300 S St., NW, Washington, DC 20008
19A Charles St., Berkeley Square, London, W1, England

US Embassy:
581 Merchant St., Rangoon, Burma

British Embassy:
80 Strand Rd., Rangoon, Burma

Tourist Burma:
Hotel & Tourist Corp., 77-91 Sule Pagoda Rd., Box 559, Rangoon, Burma

Burundi (Republic of)

Republic of Burundi Embassy:
2233 Wisconsin Ave., NW, Washington, DC 20007
151 Slater St., Suite 800, Ottawa, ON K1P 5H3, Canada

US Embassy:
Chaussee Prince Louis Rwagasore, Boite Postale 1720, Bujumbura, Burundi Republic

Cameroon Republic

Cameroon Embassy:
2349 Massachusetts Ave., NW, Washington, DC 20008
84 Holland Park, London, W11, England

British Embassy:
Yaoundé, United Republic of Cameroon

US Embassy:
Rue Nachtigal, Boite Postale 817, Yaoundé, United Republic of Cameroon

Canada

Canadian Embassy:
1746 Massachusetts Ave., NW, Washington, DC 20036

Canadian High Commission:
MacDonald House, 1 Grosvenor Square, London, W1, England

US Embassy:
100 Wellington St., Ottawa, ON K1P 5T1, Canada

British High Commission:
80 Elgin St., Ottawa, Canada

Canadian Consulate General (Commercial Sector/ Tourism):
235 Queen St., Ottawa, ON K1A 0H6, Canada
310 S. Michigan Ave., 12th Fl., Chicago, IL 60604
510 W. Sixth St., Los Angeles, CA 10014
1251 Ave. of the Americas, Rm. 1030, New York, NY 10020
One Maritime Plaza, Suite 1160, San Francisco, CA 94111

Cape Verde Islands

Cape Verde Islands Embassy:
3415 Massachusetts Ave., NW, Washington, DC 20007

British Embassy:
c/o B.P. 6025, Dakar, Senegal

US Embassy:
Rua Hoji Ya Yenda 81, 3rd C.P. 201 Fl., Praia, Cape Verde Islands

Central African Republic

Central African Republic Embassy:
1618 22nd St., NW, Washington, DC 20008

US Embassy:
Avenue President David Dacko, B.P. 924, Bangui, Central African Republic

Chad, Republic of

Chad Embassy:
2002 R St., NW, Washington, DC 20009

US Embassy:
Avenue Felix Eboue, B.P. 413, N'Djamena, Republic of Chad

Chile

Chilean Embassy:
1732 Massachusetts Ave., NW, Washington, DC 20036
55 Sparks St., Suite 801, Ottawa, ON K1P 5A9, Canada
12 Devonshire St., London W1, England

British Embassy:
Avenida La Concepción 177, Piso 4° Santiago, Chile

US Embassy:
Codina Bldg., 1343 Augustinas, Santiago, Chile

China, People's Republic of

Chinese Embassy:
2300 Connecticut Ave., NW, Washington, DC 20008
515 St. Patrick St., Ottawa, ON K1N 5H3, Canada
31 Portland Place, London, W1, England

US Embassy:
Guang Hau Lu 17, Beijing, China

British Embassy:
11 Guang Hua Lu, Jian Guo Men Wai, Beijing, China

China International Travel Service:
6 East Chang'an Ave., Beijing, China

China National Tourist Service:
60 E. 42nd St., Rm. 465, New York, NY 10165
4 Glentworth St., London, England NW1

Colombia

Colombian Embassy:
2118 Leroy Place, NW, Washington, DC 20008
150 Kent St., Fourth Fl., Ottawa, ON K1P 5P4, Canada
3 Hans Crescent, London, SW1, England

US Embassy:
Calle 37, 8-40, Bogotá, Colombia

British Embassy:
Calle 38, No. 13-35, Bogotá, Colombia

Colombian Government Tourist Office:
140 E. 57th St., New York, NY 10022

Cook Islands

Cook Islands Tourist Authority:
Box 14, Rarotonga, Cook Islands
Box 3647, Auckland, New Zealand
Box R177, Sydney, NSW 2000, Australia

Congo

People's Republic of the Congo Embassy:
4891 Colorado Ave., NW, Washington, DC 20011

British Embassy:
Kinshasa, Zaire

US Embassy:
Avenue Amilcar Cobral, B.P. 1015 Box C, Brazzaville, People's Republic of the Congo

Costa Rica

Costa Rican Embassy:
2112 S St., NW, Washington, DC 20008
1 Nicholas St. Suite 1510, Ottawa, ON K1N 7B7, Canada
Cromwell Mansions, 225 Cromwell Rd., London, SW5, England

British Embassy:
Edifico Colón, Apartado 815, San José, Costa Rica

US Embassy:
Avenida 3 and Calle 1, San José, Costa Rica

Costa Rican Tourist Board:
200 SE First St., Suite 402, Miami, FL 33131

Cuba

Permanent Mission to the UN:
315 Lexington Ave., New York, NY 10016

Cuban Embassy:
388 Main St., Ottawa, ON K1S 1E3, Canada
167 High Holborn, London, WC1, England

United States Foreign Service—Cuban Interests Section:
Calzada Entre L & M, Vedado (Swiss Embassy), Havana, Cuba

British Embassy:
Edificio Bolivar, Capdevila No. 101, e Morro y Prado, Apartado 1069, Havana, Cuba

Cuba Tourist Board:
440 Dorchester Blvd., Suite 1202, Montreal, PQ H2Z 1V7, Canada
372 Bay St., Suite 408, Toronto, ON M5H 2W9, Canada

Cyprus

Cyprus Embassy:
2211 R St., NW, Washington, DC 20008

Cyprus High Commission:
93 Park St., London, W1, England

US Embassy:
Therissos St. and Dositheos St., Nicosia, Cyprus

British High Commission:
Alexander Pallis St. (P.O. Box 1978), Nicosia, Cyprus

Cyprus Trade Center:
13 E. 40th St., New York, NY 10016

Cyprus Tourist Office
18 Th. Theodotou St., Box 4535, Nicosia, Cyprus

Cyprus (controlled by Turkish Community)

Office of the Representative of the Turkish Republic of Northern Cyprus:
821 United Nations Plaza, 6th Fl., New York, NY 10017

US Foreign Service Office:
20 Guner Turkmen St, Nicosia (North), Cyprus

Czechoslovakia

Czechoslovak Embassy:
3900 Linnean Ave., NW, Washington, DC 20008
25 Kensington Palace Gardens, London, W8, England

Czechoslovak Consulate:
1305 Pine Ave., W., Montreal, PQ H3G 1B2, Canada

US Embassy:
Trziste 15-12548 Praha., Prague, Czechoslovakia

British Embassy:
Thunovská Ulice 14, Prague 1, Czechoslovakia

Cedok Czechoslovak Travel Bureau:
10 E. 40th St., Suite 1902, New York, NY 10016

Denmark (includes Greenland)

Danish Embassy:
3200 Whitehaven St., NW, Washington, DC 20008
85 Range Rd., Suite 702, Ottawa ON K1N 8J6, Canada
55 Sloane St., London, SW1, England

US Embassy:
Dag Hammarskjolds Alle 24, 2100 Copenhagen, Denmark

British Embassy:
30-40 Kastelsvej, DK-2100 Copenhagen, Denmark

Danish Tourist Board:
Banegardspladsen 2, DK 1570 Kobenhavn V, Denmark
655 Third Ave., New York, NY 10017
Box 115, Station "N", Toronto, ON M8V 3S4, Canada

Djibouti

Djibouti Embassy:
866 United Nations Plaza, New York, NY 10017

US Embassy:
Villa Plateau du Serpent, Blvd. Marechal Joffre, Boite Postale 185, Djibouti, Republic of Djibouti

Dominica

Dominica High Commission:
1 Collingham Gardens, London, SW1, England

British High Commission:
147-9 Roebuck St. (P.O. Box 676C) Bridgetown, Barbados

Dominica Tourist Board:
Box 73, Roseau, Dominica, W.I.

Caribbean Tourism Association:
20 E. 46th St., New York, NY 10017

Dominican Republic

Dominican Republic Embassy:
1715 22nd St., NW, Washington, DC 20008
4 Braemar Mansions, Cornwall Gardens, London, SW7, England

Consulate General in Canada:
1538 Sherbrooke St. W., Suite 920, Montreal, PQ H3G 1L5, Canada

US Embassy:
Corner of Calle Cesar Nicolas Pensen & Calle Leopoldo Navarro, Santo Domingo, Dominican Republic

British Embassy:
Avenida Independencia 506, Santo Domingo, Dominican Republic

Dominican Tourist Information Center:
485 Madison Ave., New York, NY 10022

Ecuador

Embassy of Ecuador
2535 15th St., NW, Washington, DC 20009
Flat 3B, 3 Hans Crescent, London, SW1, England
150 Kent St., Suite 407, Ottawa, ON K1P 5P4, Canada

US Embassy:
120 Avenida Patria, Quito, Ecuador

British Embassy:
Calle G. Suarez, 111 (P.O. Box 314), Quito, Ecuador

Ecuador Tourist Commission:
Reina Victoria 514, Quito, Ecuador

Egypt

Egyptian Embassy:
2310 Decatur Pl., NW, Washington, DC 20008
26 South St., London, W1, England
454 Laurier Ave. E., Ottawa, ON K1N 6R3, Canada

British Embassy:
Ahmed Ragheb St., Garden City, Cairo, Egypt

Egyptian Tourist Authority:
630 Fifth Ave., New York, NY 10111

El Salvador

Embassy of El Salvador:
2308 California St., NW, Washington, DC 20008
9 Welbeck House, Welbeck St., London, W1, England

US Embassy:
25 Avenida Norte, San Salvador 1230, El Salvador

Honorary British Consulate:
Gibson y Cia (Suc.), P.O. Box 242, San Salvador, El Salvador

El Salvador Tourist Commission:
200 W. 58th St. Suite 10B, New York, NY 10019

Equatorial Guinea

Embassy of Equatorial Guinea:
801 Second Ave., New York, NY 10017

US Embassy:
Malobo, Equatorial Guinea

Estonia

Office of the Consulate General:
9 Rockefeller Plaza, New York, NY 10020

Ethiopia

Embassy of Ethiopia:
2134 Kalorama Rd., NW, Washington, DC 20008
17 Prince's Gate, London, SW7, England

US Embassy:
Entoto St., Box 1014, Addis Ababa, Ethiopia

British Embassy (British Council Representative):
Artistic Bldg., Adwa Ave., (P.O. Box 1043), Addis Ababa, Ethiopia

Ethiopian Tourism Commission
Box 2183, Addis Ababa, Ethiopia

Fiji Islands

Fijian Embassy:
1140 19th St., 6th Fl., Washington, DC 20036

Fijian High Commission:
34 Hyde Park Gate, London, SW7, England

US Embassy:
31 Loftus St., Box 218, Suva, Fiji

British High Commission:
Suva, Fiji

Fiji Visitor's Bureau:
Thomson St., Box 92, Suva, Fiji
6151 West Century Blvd., Suite 524, Los Angeles, CA 90045
52-54 High Holborn, London, England WC1V 6RL

Finland

Finnish Embassy:
3216 New Mexico Ave., NW, Washington, DC 20016
222 Somerset St., W., Ottawa, ON K2P 2G3, Canada
38 Chesham Place, London, SW1, England

US Embassy:
Itainen Puistotie 14A, Helsinki, Finland

British Embassy:
Uudenmaankatu 16-20, Helsinki, Finland

Finnish Tourist Board:
Pohjoisesplanadi 19, 00100 Helsinki, Finland
655 Third Ave., New York, NY 10017

France

French Embassy:
4101 Reservoir Rd., NW, Washington, DC 20007
42 Sussex Dr., Ottawa, ON K1M 2C9, Canada
11 Kensington Palace Gardens, London, W8, England

US Embassy:
2 Avenue Gabriel, 75382 Paris, France

British Embassy:
35 Rue du Faubourg St. Honoré, Paris, France

French Government Tourist Office:
127 Ave des Champs-Elysees, 75008 Paris, France
610 Fifth Ave., New York, NY 10020
1 Dundas St. W., Toronto, ON M5G 1Z3, Canada

Gabon

Gabonese Embassy:
2034 20th St., NW, Washington, DC 20009
4 Range Rd., Ottawa, ON K1N 8J5, Canada
48 Kensington Court, London, W8, England

US Embassy:
Blvd. de la Mer, Boite Postale 4000, Libreville, Gabon

British Embassy:
B.P. 476, Libreville, Gabon

Gambia

The Embassy of the Gambia:
1785 Massachusetts Ave., NW, Washington, DC 20036

Gambia High Commission:
57 Kensington Court, London, W8, England

US Embassy:
Pipeline Rd., Banjul, Gambia

British High Commission:
48 Atlantic Rd., Fajara (P.O. Box 507), Banjul, Gambia

German Democratic Republic (East Germany)

German Democratic Republic Embassy:
1717 Massachusetts Ave., NW, Washington, DC 20036
Brent Cross House, 124 The Broadway, London, NW9, England

US Embassy:
Neustaedtische Kirchstr. 4-5, 108 Berlin, German Democratic Republic

British Embassy:
108 Berlin, Unter den Linden 32/34, German Democratic Republic

Koch Overseas Co. Travel Bureau:
157-161 E. 86th St., New York, NY 10028

Federal Republic of Germany (West Germany)

German Embassy:
4645 Reservoir Rd., NW, Washington, DC 20007
1 Waverley St., Ottawa, ON K2P 0T8, Canada
23 Belgrave Square, London, SW1, England

US Embassy:
Deichmannsaue, 5300 Bonn 2, West Germany

British Embassy:
Friedrich-Ebert Allee 77, 5300 Bonn, West Germany

German National Tourist Office:
Gutleut Str. 7, 6000 Frankfurt/Main, Frankfurt, West Germany
444 S. Flower St., Suite 2230, Los Angeles, CA 90071
747 Third Ave., 33rd Fl., New York, NY 10017
2 Fundy, Place Bonaventure, Box 417, Montreal, PQ H5A 1B8, Canada

Ghana

Embassy of Ghana:
2460 16th St., NW, Washington, DC 20009

Ghana High Commission:
13 Belgrave Square, London, SW1, England

British High Commission:
P.O. Box 296, High Street, Accra, Ghana

US Embassy:
Liberia and Kinbu Rds., Accra, Ghana

Gibraltar

Gibraltar Government Tourist Office:
Cathedral Sq., Box 303, Gibraltar, Gibraltar
Arundel Great Court, 179 The Strand, London, WC2R 1EH, England

Greece

Greek Embassy:
2221 Massachusetts Ave., NW, Washington, DC 20008
80 MacLaren St., Ottawa, ON K2P PK6, Canada
la Holland Park, London W.11, England

US Embassy:
91 Vassilissis Sophias Blvd., Athens, Greece

British Embassy:
Ploutarchou 1, Athens, Greece

Greek National Tourist Office:
2 Amerikis St., Athens, Greece
611 W. Sixth St., Suite 1998, Los Angeles, CA 90017
645 Fifth Ave., Olympic Tower, New York, NY 10022
80 Bloor St. W., Rm. 1403, Toronto, ON M5S 2V1, Canada

Grenada

Grenada Embassy:
1701 New Hampshire Ave., NW, Washington, DC 20009

Permanent Mission to the UN:
141 E. 44th St., New York, NY 10017

Grenada High Commission:
1 Collingham Gardens, London, SW5, England

Grenada Tourist Department:
141 E. 44th St., Suite 803, New York, NY 10017
143 Yonge St., Suite 102, Toronto, ON M5C 1W7, Canada

Caribbean Tourism Association:
20 E. 46th St., New York, NY 10017

Guatemala

Guatemalan Embassy:
2220 R St., NW, Washington, DC 20008
294 Albert St., Suite 500, Ottawa, ON K1P 6E6, Canada

US Embassy:
7-01 Avenida de la Reforma, Zone 10, Guatemala City, Guatemala

Guatemala Tourist Commission:
1-7 Centro Civico, Seventh Ave., Guatemala City, Guatemala

Maya Information Service
501 Fifth Ave., Suite 1611, New York, NY 10017

Guinea, Republic of

Guinean Embassy:
2112 Leroy Place, NW, Washington, DC 20008

US Embassy:
Second Blvd. and Ninth Ave., Boite Postale 603, Conakry, Guinea

Guinea-Bissau

Embassy of Guinea-Bissau:
211 E. 43rd St., New York, NY 10017

US Embassy:
Avenida Domingos Ramos, C.P. 297, Bissau, Guinea-Bissau

Guyana

Embassy of Guyana:
2490 Tracy Place, NW, Washington, DC 20008

Guyana High Commission:
3 Palace Court, Bayswater Rd., London, W2, England

British High Commission:
44 Main St. (P.O. Box 10849), Georgetown, Guyana

US Embassy:
31 Main St., Georgetown, Guyana

Haiti

Haitian Embassy:
2311 Massachusetts Ave., NW, Washington, DC 20008
Place de Ville, Tower B, 112 Kent St., Suite 1308, Ottawa, ON K1P 5P2, Canada
33 Abbot's House, St. Mary Abbot's Terrace, London, W14, England

US Embassy:
Harry Truman Blvd., Port-Au-Prince, Haiti

Haiti National Office of Tourism:
1270 Ave. of the Americas, Suite 508, New York, NY 10020
112 Kent St., Suite 1308, Ottawa, ON K1P 5P2, Canada

Caribbean Tourism Association:
20 E. 46th St., New York, NY 10017

Honduras

Embassy of Honduras:
4301 Connecticut Ave., NW, Washington, DC 20008
151 Slater St., Suite 300-A, Ottawa, ON K1P 5H3, Canada
47 Manchester St., London W1, England

US Embassy:
Avenida La Paz, Tegucigalpa, Honduras

British Embassy:
Apartado 290, Tegucigalpa, Honduras

Honduras Tourist Board:
Box 1444, Radio City Station, New York, NY 10101

Instituto Hondureno De Turismo:
Apartado Postal 154-C, Tegucigalpa, Honduras

Hungary

Hungarian Embassy:
3910 Shoemaker St., NW, Washington, DC 20008
7 Delaware Ave., Ottawa, ON K2P 0Z2, Canada
35 Eaton Pl., London, SW1, England

US Embassy:
V. Szabadsag Ter 12, Budapest, Hungary

British Embassy:
6 Harmincad Utca, Budapest, Hungary

Ibusz Hungarian Travel Bureau:
630 Fifth Ave., Suite 520, New York, NY 10111

Tourist Office in Hungary:
Rakoczi ut 52, 1443 Budapest, Budapest, Hungary

Iceland

Iceland Embassy:
2022 Connecticut Ave., NW, Washington, DC 20008

Iceland Honorary Consulate:
198 Lisgar Road, Rock Cliffe Park, Ottawa, ON, Canada

US Embassy:
Laufásvegur 21, Reykjavik, Iceland

British Embassy
Laufásvegur 49, Reykjavik, Iceland

Iceland Tourist Board:
655 Third Ave., New York, NY 10017

Tourist Office in Iceland:
Laekjartorg, Municipal Information Center, Reykjavik, Iceland

India

Indian Embassy:
2107 Massachusetts Ave., NW, Washington, DC 20008

Indian High Commission:
India House, Aldwych, London, WC2, England
10 Springfield Rd., Ottawa, ON K1M 1C9, Canada

US Embassy:
Shanti, Path, Chanakyapuri 21, Delhi, India

British High Commission:
Chanakyapuri, New Delhi, 21, India

Government of India Tourist Office:
Transport Bhawan 1, Parliament St., Delhi, India 110001
3550 Wilshire Blvd., Suite 204, Los Angeles, CA 90010
30 Rockefeller Plaza, North Mezzanine, Suite 15., New York, NY 10112
523 37th Ave., San Francisco, CA 94121
Royal Trust Tower, Suite 1016, Box 342, Toronto, ON M5K 1K7, Canada
Carlton Center 55, Elizabeth St., Sydney, NSW, 2000 Australia
7 Lork St., London, England W1

Indonesia

Indonesian Embassy:
2020 Massachusetts Ave., NW, Washington, DC 20036
287 MacLaren St., Ottawa, ON K2P 0L9, Canada
38 Grosvenor Square, London W1, England

US Embassy:
Medan Merdeka Selatan 5, Jakarta, Indonesia

Indonesia Tourist Promotion Office:
3457 Wilshire Blvd., Los Angeles, CA 90010
c/o Garuda Indonesian Airways, 4 Bligh St., Sydney, NSW 2000, Australia

Directorate General of Tourism:
Jalan Kramat Raya 81, Jakarta, Indonesia

Iran

Iranian Embassy:
411 Roosevelt Ave., Ottawa, ON K2A 3X9, Canada
27 Prince's Gate, London, SW7, England

British Embassy:
Tehran, Iran

Iraq

Embassy of the Republic of Iraq:
215 McLeod St., Ottawa, ON K2P 0Z8, Canada
21 Queen's Gate, London, SW7, England

Iraqi Interests Section:
1801 P St., NW, Washington, DC 20036

US Foreign Service Interest Section:
Box 2447, Baghdad, Iraq

British Embassy:
Sharia Salah Ud-Din, Karkh, Baghdad, Iraq

Ireland, Republic of

Irish Embassy:
2234 Massachusetts Ave., NW, Washington, DC 20008
170 Metcalfe St., Ottawa, ON K2P 1P3, Canada
17 Grosvenor Place, London, SW1, England

US Embassy:
42 Elgin Rd., Ballsbridge, Dublin, Ireland

British Embassy:
33 Merrion Road, Dublin 4, Ireland

Irish Tourist Office (The Tourist Offices in Ireland each serve a separate region of the country):
Tourist House, Grand Parade, Cork, Ireland
14 Upper O'Connell St., Dublin 1, Ireland
1 Clarinda Park, N.Dun Laoghaire, Ireland
Dublin Rd., Mulligar, Ireland
62 O'Connell St., Limerick, Ireland
Temple St., Sligo, Ireland
41 The Quay, Waterford, Ireland
Ireland West House, Galway, Ireland
625 Market St., Suite 502, San Francisco, CA 94105
590 Fifth Ave., New York, NY 10036
10 King St. E., Toronto, ON M5C 1C3, Canada

Israel

Israeli Embassy:
3541 International Dr., NW, Washington, DC 20008
410 Laurier Ave. W, Suite 601, Ottawa, ON K1R 7T3, Canada
2 Palace Green, Kensington, London W8, England

US Embassy:
71 Hayarkon St., Tel Aviv-Yafo, Israel

British Embassy:
192 Hayarkon St., Tel Aviv, Israel

Israel Government Tourist Office:
Empire State Bldg., 350 Fifth Ave., New York, NY 10118
6380 Wilshire Blvd., Suite 120, Los Angeles, CA 90048
180 Bloor St. W, Toronto, ON M5S 2V6, Canada

Italy

Italian Embassy:
1601 Fuller St., NW, Washington, DC 20009
275 Slater St., 11th Fl., Ottawa, ON K1P 5H9, Canada
14 Three Kings Yard, Davies St., London, W1, England

US Embassy:
Via Veneto 119/A, 00187 Rome, Italy

British Embassy:
Via XX Setiembre 80a, Rome, Italy

Italian Government Travel Office:
Via Parigi 11, Rome, Italy
630 Fifth Ave., New York, NY 10111
360 Post St., Suite 801, San Francisco, CA 94108
3 Place Ville Marie, Montreal, PQ, Canada

Ivory Coast

Embassy of the Ivory Coast:
2424 Massachusetts Ave., NW, Washington, DC 20008
2 Upper Belgrave St., London SW1, England

US Embassy:
5 Rue Jesse Owens, Boite Postale 1712, Abidjan, Ivory Coast

British Embassy:
Immeuble Les Harmonies, B.P. 2581, Abidjan 01, Ivory Coast

Ivory Coast Tourist Bureau:
c/o Air Afrique, 1350 Ave. of the Americas, New York, NY 10019

Jamaica

Jamaican Embassy:
1850 K St., NW, Washington, DC 20006

Jamaican High Commission:
50 St. James's St., London, SW1, England
275 Slater St., Suite 402, Ottawa, ON K1P 5H9, Canada

US Embassy:
Jamaica Mutual Life Center, 2 Oxford Rd., 3rd Fl., Kingston, Jamaica

British High Commission:
P.O. Box 575, Trafalgar Rd., Kingston, Jamaica

Jamaica Tourist Board:
36 S. Wabash Ave., Suite 1210, Chicago, IL 60603
3440 Wilshire Blvd., Los Angeles, CA 90010
866 Second Ave., New York, NY 10017
1110 Sherbrooke St. W, SE Mezzanine, Montreal, PQ H3A 1G9, Canada
2221 Yonge St., Suite 507, Toronto, ON M4S 2B4, Canada

Caribbean Tourism Association:
20 E. 46th St., New York, NY 10017

Japan

Japanese Embassy:
2520 Massachusetts Ave., NW, Washington, DC 20008
255 Sussex Dr., Ottawa, ON K1N 9E6, Canada
43-46 Grosvenor St., London, W1, England

US Embassy:
10-5 Akasaka 1-Chome Minato-Ku, Tokyo, Japan

British Embassy:
No. 1 Ichiban-cho, Chiyoda-Ku, Tokyo, Japan

Japan National Tourist Organization:
6-6 Yurakucho 1-Chome, Kotani Bldg., Chiyoda-Ku, Tokyo, Japan
333 N. Michigan Ave., Chicago, IL 60601
45 Rockefeller Plaza, 630 Fifth Ave., New York, NY 10111
624 South Grand Ave., Los Angeles, CA 90017
360 Post St., Suite 401, San Francisco, CA 94108
165 University Ave., Toronto, ON M5H 3B8, Canada
167 Regent St., London, England W1

Jordan

Embassy of Jordan:
3504 International Dr., NW, Washington, DC 20008
6 Upper Phillimore Gardens, London, W8, England
100 Bronson Ave., Suite 701, Ottawa, ON K1R 6G8, Canada

US Embassy:
Jebel Amman, Box 354, Amman, Jordan

British Embassy:
Amman, Jordan

Jordan Information Bureau
1701 K St., NW, 11th Fl., Washington, DC 20006

Kenya

Kenyan Embassy:
2249 R St., NW, Washington, DC 20008

Kenya High Commission:
45 Portland Place, London, W1, England

US Embassy:
Moi/Haile Selassie Ave., Box 30137, Nairobi, Kenya

British High Commission:
Bruce House, Standard St. (P.O. Box 30465), Nairobi, Kenya

Kenya Tourist Office:
Doheny Plaza, 9100 Wilshire Blvd., Suites 111-112, Beverly Hills, CA 90212
60 E. 56th St., New York, NY 10022

Kiribati

British High Commission:
P.O. Box 61, Bairiki, Tarawa, Kiribati

Ministry of National Resource Development:
Box 261, Bairiki, Tarawa, Kiribati

Korea, Republic of

Korean Embassy:
2320 Massachusetts Ave., NW, Washington, DC 20008
85 Albert St., 10th Fl., Ottawa, ON K1P 6A4, Canada
4 Palace Gate, London, W8, England

US Embassy:
82 Sejong-Ro, Chongro-Gu, Seoul, Korea

British Embassy:
Seoul, Korea

Korea National Tourist Corporation:
Kukdong Bldg., 3rd Fl., 60-1, 3-ga, Chungmu-ro, Box 903, Seoul, Korea
230 N Michigan Ave., Suite 1500, Chicago, IL 60601
510 W. Sixth St., Suite 323, Los Angeles, CA 90014
460 Park Ave., Suite 400, New York, NY 10022
Tower Bldg. Suite 2101, Australia Square, George St., Sydney, NSW 2000, Australia
Vogue House, 2nd Fl., 1 Hanover Square, London, England W1R 9RD

Kuwait

Embassy of the State of Kuwait:
2940 Tilden St., NW, Washington, DC 20008
45-46 Queen's Gate, London, SW7, England

US Embassy:
Box 77, Safat, Kuwait

British Embassy:
P.O. Box Safat 2, Arabian Gulf St., Kuwait

Laos

Laotian Embassy:
2222 S St., NW, Washington, DC 20008
5 Palace Green, London, W8, England

US Embassy:
Vientiane, Laos

British Embassy:
P.O. Box 224, Vientiane, Laos

Lebanon

Lebanese Embassy:
2560 28th St., NW, Washington, DC 20008
21 Kensington Palace Gardens, London, W8, England
640 Lyon St., Ottawa, ON K1S 3Z5, Canada

US Embassy:
Beirut, Lebanon

British Embassy:
Beirut, Lebanon

Lesotho

Embassy of the Kingdom of Lesotho:
Caravel Bldg. Suite 300, 1601 Connecticut Ave., NW, Washington, DC 20009

Lesotho High Commission:
350 Sparks St., Suite 910, Ottawa, ON K1R 7S8, Canada
10 Collingham Road, London, SW5, England

US Embassy:
Box MS 333, Maseru 100, Lesotho

British High Commission:
P.O. Box 521, Maseru, Lesotho

Liberia

Liberian Embassy:
5201 16th St., NW, Washington, DC 20011
21 Prince's Gate, London, SW7, England

US Embassy:
111 United Nations Dr., Box 98, Monrovia, Liberia

British Embassy:
Monrovia, Liberia

Libya

Libyan Diplomatic Mission in London:
5 St. James's Square, London, SW1, England

US Embassy:
Shari Mohammad Thabit, Box 289, Tripoli, Libya

British Embassy:
30 Trig El Fatah, Tripoli, Libya

Liechtenstein

British Consul General:
Dufourstrasse 56, 8008 Zurich, Switzerland

Liechtenstein National Tourist Office:
Box 139, FL-9490 Vaduz, Liechtenstein

(Information on Liechtenstein is also available from Swiss offices)

Luxembourg

Luxembourg Embassy:
2200 Massachusetts Ave., NW., Washington, DC 20008
27 Wilton Crescent, London, SW1, England

US Embassy:
22 Blvd. Emmanuel Servais, 2535 Luxembourg

British Embassy:
28 Blvd. Royal, Luxembourg

Luxembourg National Tourist Office
77 Rue d'Anvers, Luxembourg
801 Second Ave., New York, NY 10017

Madagascar

Embassy of Madagascar:
2374 Massachusetts Ave., NW, Washington, DC 20008

US Embassy:
14-16 Rue Rainitovo, Antsahvola Boite Postale 620, Antananarivo, Madagascar

British Embassy:
BP 167, Antananarivo, Madagascar

Malawi

Embassy of Malawi:
1400 20th St., NW, Washington, DC 20036

Malawi High Commission:
33 Grosvenor St., London, W1, England

US Embassy:
Box 30016, Lilongwe, Malawi

British High Commission:
Lingadzi House (P.O. Box 30042), City Centre, Lilongwe, Malawi

Malawi Department of Tourism:
Victoria Ave., Box 402, Blantyre, Malawi

Southern Africa Regional Tourism Council:
Box 564, Blantyre, Malawi

Malaysia

Malaysian Embassy:
2401 Massachusetts Ave., NW, Washington, DC 20008

Malaysian High Commission:
45 Belgrave Square, London, SW1, England
60 Boteler St., Ottawa, ON K1N 8Y7, Canada

US Embassy:
376 Jalan Pekeliling, Box 35, Kuala Lumpur, Malaysia

British High Commission:
Galle Rd., Kollupitiya (P.O. Box 1433), Colombo 3, Sri Lanka

Tourist Development Corporation of Malaysia:
17th & 18th Fl., Wisma MPI, JlRaja Chulan, Box 10328, Kuala Lumpur, Malaysia
Transamerica Pyramid Bldg., 600 Montgomery St., 5th Fl., San Francisco, CA 94111
R & W House, 92 Pitt St., Sydney, NSW 2000, Australia
17 Curzon St., Mayfair, London, England W1Y 8DR

Maldive Islands

Permanent Mission to the UN:
820 Second Ave., Suite 800C, New York, NY 10017

British High Commission:
Galle Rd., Kollupitiya (P.O. Box 1433), Colombo 3, Sri Lanka

Maldives Department of Tourism:
Orchid Building, Orchid Magu, Male, Republic of Maldives

Mali

Embassy of the Republic of Mali:
2130 R St., NW, Washington, DC 20008
50 Ave. Goulburn, Ottawa, ON K1N 8C8, Canada

British Embassy:
Resident at Dakar, Senegal

US Embassy:
Rue Testard and Rue Mohammed V, B.P. 34, Bamako, Mali

Societe Malienne d'Exploitation des Resources Touristiques:
Place de la Republique, B.P. 222, Bamako, Mali

Malta

Maltese Embassy:
2017 Connecticut Ave., NW, Washington, DC 20008

Maltese High Commission:
16 Kensington Square, London, W8, England

US Embassy:
Valletta Development House, 2nd Fl., St. Anne St., Floriana, Malta

British High Commission:
7 St. Anne St., Floriana, Malta

Permanent Mission to the UN:
249 E. 35th St., New York, NY 10016

Malta National Tourist Organization:
Harper Lane, Floriana, Malta

Mauritania

Embassy of the Islamic Republic of Mauritania
2129 Leroy Place, NW, Washington, DC 20008

US Embassy:
Boite Postale 222, Nouakchott, Mauritania

British Ambassador Resident at Dakar, Senegal

Mauritius

Embassy of Mauritius:
Suite 134, 4301 Connecticut Ave., NW, Washington, DC 20008

Mauritius High Commission:
32-33 Elvaston Place, London, SW7, England

US Embassy:
Rogers House, 4th Fl., John Kennedy St., Port Louis, Mauritius

British High Commission:
Cerne House, Chaussée St., Port Louis, Mauritius

Mauritius Government Tourist Office:
Registrar General Bldg., Jules Keonig St., Port Louis, Mauritius

Mauritius Tourist Information Service:
401 Seventh Ave., New York, NY 10001

Mexico

Mexican Embassy:
2829 16th St., NW, Washington, DC 20009
130 Albert St., Rm. 206, Ottawa, ON K1P 5G4, Canada
8 Halkin St., London SW1, England

US Embassy:
Paseo de la Reforma 305, Mexico City 5, D.F., Mexico

British Embassy:
Calle Rio Lerma 71, Colonia Cuauhtemoc, Mexico City 5, D.F., Mexico

Mexican Government Tourism Offices:
2 Illinois Center, 233 N. Michigan Ave., Suite 1413, Chicago, IL 60601
10100 Santa Monica Blvd., Los Angeles, CA 90067
405 Park Ave., Suite 1203, New York, NY 10022

Monaco

Monaco Consulates General:
845 Third Ave., New York, NY 10022
2209 Pacific Ave., San Francisco, CA 94115
3600 Wilshire Blvd., Suite 1510, Los Angeles, CA 90010
Station B, Box 1286, Montreal, PQ H3B 3K9, Canada
4 Audley Square, London, W1, England

Monaco Government Tourist Office:
845 Third Ave., New York, NY 10022

Tourist Office in Monaco:
2/A Blvd. Des Moulins, Monte Carlo

Mongolia

Mongolian Embassy:
7 Kensington Court, London, W8, England

British Embassy:
Ulan Bator, Mongolia

Morocco

Moroccan Embassy:
1601 21st St., NW, Washington, DC 20009
38 Range Rd., Ottawa, ON K1N 8J4, Canada

Embassy of the Kingdom of Morroco and Consulate:
49 Queen's Gate Gardens, SW7, England

US Embassy:
2 Ave. de Marrakech, Box 120, Rabat, Morocco

British Embassy:
Rabat, Morocco

Moroccan National Tourist Offices:
20 E. 46th St., No. 503, New York, NY 10017
2 Carlton St., Suite 1803, Toronto, ON M5B 1K2, Canada

Mozambique

Mozambique Embassy:
1990 M St. NW, Washington, DC 20036

US Embassy:
35 Rua da Mesquita, 3rd. Fl., Box 783, Maputo, Mozambique

British Embassy:
Av. V.I. Lenine, 310, Maputo, Mozambique

Nauru, Republic of

Nauru Consulate:
841 Bishop St., Suite 506, Honolulu, HI 96813

Nepal

Embassy of Nepal:
2131 Leroy Place, Washington, DC 20008
12A Kensington Palace Gardens, London, W8, England

US Embassy:
Pani Pokhari, Kathmandu, Nepal

British Embassy:
P.O. Box 106, Lainchaur Kathmandu, Nepal

Ministry of Tourism, Department of Tourism:
Tripureswor, Kathmandu, Nepal

Netherlands

Netherlands Embassy:
4200 Linnean Ave., NW, Washington, DC 20008
275 Slater St., Ottawa, ON K1P 5H9, Canada
38 Hyde Park Gate, London, SW7, England

US Embassy:
Lange Voorhout 102, The Hague, Netherlands

British Embassy:
Lange Voorhout 10, The Hague, Netherlands

Netherlands National Tourist Offices:
Box 85973, The Hague 2508 CR, Netherlands
Box 3901, Amsterdam 1001 AS, Netherlands
437 Madison Ave., New York, NY 10022
605 Market St., San Francisco, CA 94105
327 Bay St., Toronto, ON M5H 2R2, Canada

New Zealand

New Zealand Embassy:
37 Observatory Circle, NW, Washington, DC 20008

New Zealand High Commission:
New Zealand House, Haymarket, London, SW1, England
Metropolitan House, 99 Bank St., Suite 801, Ottawa, ON K1P 6G3, Canada

US Embassy:
29 Fitzherbert Terrace, Thorndon, Wellington, New Zealand

British High Commission:
Reserve Bank of New Zealand Bldg., 2 The Terrace (P.O. Box 1812), Wellington 1, New Zealand

New Zealand Tourist & Publicity Department:
Private Bag, Wellington, New Zealand
10960 Wilshire Blvd., Suite 1530, Los Angeles, CA 90024
630 Fifth Ave., Suite 530, New York, NY 10111
Alcoa Bldg., 1 Maritime Plaza, Suite 970, San Francisco, CA 94111
Pacific Center, 701 W. Georgia St., Suite 1260, Box 10071, Vancouver, BC V7Y 1B6, Canada

Nicaragua

Nicaraguan Embassy:
1627 New Hampshire Ave., NW, Washington, DC 20009
8 Gloucester Rd., London, SW7, England

US Embassy:
KM 4 ½ Carretera Sur, Managua, Nicaragua

Niger

Embassy of the Republic of Niger:
2204 R St., NW, Washington, DC 20008
38 Blackburn Ave., Ottawa, ON K1N 8A2, Canada

US Embassy:
Boite Postal 11201, Niamey, Niger

British Embassy:
Ambassador Resident at Abidjan, Ivory Coast

Nigeria

Nigerian Embassy:
2201 M St., NW, Washington, DC 20037

Nigerian High Commission:
295 Metcalfe St., Ottawa, ON K2P 1R9, Canada
Nigeria House, 9 Northumberland Ave., London, WC2, England

US Embassy:
2 Eleke Crescent, Lagos, Nigeria

British High Commission:
Eleke Crescent, Victoria Island, Lagos, Nigeria

Nigerian Tourist Association:
Tatawa Balewa Square Complex, Box 2944, Lagos, Nigeria

Nigerian Information Service Center:
2215 M St., NW, Washington, DC 20037

Norway

Norwegian Embassy:
2720 34th St., NW, Washington, DC 20008
90 Sparks St., Suite 932, Ottawa, ON K1P 5B4, Canada
25 Belgrave Square, London, SW1, England

US Embassy:
Drammensveien 18, Oslo 2, Norway

British Embassy:
Thomas Heftyesgate 8, Oslo 2, Norway

Norwegian Tourist Board:
655 Third Ave., New York, NY 10017

Tourist Office in Norway:
Slottsgaten 1, 5000 Bergen, Norway
City Hall, Oslo 1, Norway

Oman

Oman Embassy:
2342 Massachusetts Ave., NW, Washington, DC 20008
44a/b Montpellier Square, London, SW7, England

British Embassy:
Muscat, Oman

US Embassy:
Box 966, Muscat, Oman

Pakistan

Pakistan Embassy:
2315 Massachusetts Ave., NW, Washington, DC 20008
151 Slater St., Suite 608, Ottawa, ON K1P 5H3, Canada
35 Lowndes Square, London, SW1, England

US Embassy:
Diplomatic Enclave Ramna 4, Box 1048, Islamabad, Pakistan

British Embassy:
Diplomatic Enclave, Ramna 5 (P.O. Box 1122), Islamabad, Pakistan

Pakistan Tourism Development Corporation, Ltd.
House No. 2, St. 61, F-7/4, Islamabad, Pakistan

Panama

Embassy of Panama:
2862 McGill Terrace, NW, Washington, DC 20008
24 Tudor St., London, EC4, England

US Embassy:
Avenida Balboa y Calle 38, Apartado 6959, R.P.5, Box E, Panama, Panama

British Embassy:
120 Via Espana, Panama

Panama Government Tourist Bureau:
2616-A Hyperion Ave., Los Angeles, CA 90027

Papua New Guinea

Papua New Guinea Embassy:
1140 19th St., NW, Washington, DC 20036

Papua New Guinea High Commission:
3rd Fl., 14 Waterloo Place, London, SW1, England

US Embassy:
Armit St., Box 3492, Port Moresby, Papua New Guinea

British High Commission:
P.O. Box 739, Port Moresby, Papua New Guinea

Papua New Guinea National Tourist Authority:
Box 7144, Boroko, Port Moresby, Papua New Guinea
Suite 433, High Holborn House, 52-54 High Holborn, London WC1V 6RL

Paraguay

Paraguayan Embassy:
2400 Massachusetts Ave., NW, Washington, DC 20008
Braemar Lodge, Cornwall Gardens, London, SW7, England

US Embassy:
1776 Mariscal Lopez Ave., Asunción, Paraguay

British Embassy:
Calle President Franco 706 (P.O. Box 404), Asunción, Paraguay

Peru

Peruvian Embassy:
1700 Massachusetts Ave., NW, Washington, DC 20036
170 Laurier Ave., W., Suite 1007, Ottawa, ON K1P 5V5, Canada
52 Sloane St., London, SW1, England

US Embassy:
Corner Avenidas Inca Garcilaso de la Vega and Espana, Box 1995, Lima, Peru

British Embassy:
Edificio El, Pacifico-Washington (Piso 12), Plaza Washington, Avenida Arequipa, Lima, Peru

Peruvian National Tourist Office:
489 Fifth Ave., Suite 3001, New York, NY 10017
344 Bloor St., Suite 303, Toronto, ON M5S 1W9, Canada

Philippines

Philippine Embassy:
1617 Massachusetts Ave., NW, Washington, DC 20036
130 Albert St., Suite 607, Ottawa, ON K1P 5G4, Canada
9a Palace Green, London, W8, England

US Embassy:
1201 Roxas Blvd., Manila, Philippines

British Embassy:
Manila, Philippines

Philippine Ministry of Tourism:
Agrifina Circle, Rizal Park, Box 3451, Manila, Philippines
30 N. Michigan Ave., Suite 1111, Chicago, IL 60602
3460 Wilshire Blvd., Suite 1212, Los Angeles, CA 90010
556 Fifth Ave., New York, NY 10036
60 Bloor St. W., Suite 1204, Toronto, ON M4W 3B8, Canada
Tower Bldg., Australia Square, Suite 919-920, Sydney, NSW 2000, Australia
199 Piccadilly, London W1V 9LE, England

Poland

Polish Embassy:
2224 Wyoming Ave., NW, Washington, DC 20008
443 Daly Ave., Ottawa, ON K1N 6H3, Canada
47 Portland Place, London, W1, England

US Embassy:
Aleje Ujazdowskie 29/31, Warsaw, Poland

British Embassy:
No. 1 Aleja Róz, Warsaw, Poland

Orbis Polish Travel Bureau, Inc.
500 Fifth Ave., New York, NY 10110

Portugal

Portuguese Embassy:
2125 Kalorama Rd., NW, Washington, DC 20008
645 Island Park Dr., Ottawa, ON K1Y 0B8, Canada
11 Belgrave Square, London, SW1, England

US Embassy:
Avenida das Armadas, 1600 Lisbon, Portugal

British Embassy:
Lisbon, Portugal

Portuguese National Tourist Office:
Ave. Antonio Augusto de Aguiar 86, Lisbon 1000, Portugal
548 Fifth Ave., New York, NY 10036
1801 McGill College Ave., Suite 1150, Montreal, PQ H3A 2N4, Canada

Qatar

Embassy of Qatar:
600 New Hampshire Ave., NW, Suite 1180
Washington, DC 20037
27 Chesham Place, London, SW1, England

US Embassy:
Farig Bin Omran, Box 2399, Doha, Qatar

British Embassy:
Doha, Qatar

Romania

Romanian Embassy:
1607 23rd St., NW, Washington, DC 20008
655 Rideau St., Ottawa, ON K1N 6A3, Canada
4 Palace Green, London, W8, England

US Embassy:
Strada Tudor Arghezi 7-9, Bucharest, Romania

British Embassy:
24 Strada Jules Michelet, Bucharest, Romania

Romanian National Tourist Office:
"Carpati," 7 Magheru Blvd., Bucharest, Romania
573 Third Ave., New York, NY 10016

Rwanda

Rwandan Embassy:
1714 New Hampshire Ave., NW, Washington, DC 20009
350 Sparks, Suite 903, Ottawa, ON K1R 7S9, Canada

US Embassy:
Blvd. de la Revolution, B.P. 28, Kigali, Rwanda

British Embassy:
Ambassador Resident at Kinshasa, Zaire

St. Lucia

Embassy of St. Lucia:
2100 M St., Suite 309, Washington, DC 20037

St. Lucia High Commission:
10 Kensington Court, London, W8, England

British High Commission:
147-9 Roebuck St. (P.O. Box 676C), Bridgetown, Barbados

St. Lucia Tourist Board:
41 E. 42nd St., Suite 315, New York, NY 10017
151 Bloor St. W., Toronto, ON M5S 1P7, Canada

Saint Vincent & The Grenadines

High Commission:
10 Kensington Court, London, W8, England

British High Commission:
147-9 Roebuck St., (P.O. Box 676C), Bridgetown, Barbados

Samoa, Western

Samoan Consulate General:
3422 Madera Ave., Los Angeles, CA 90039

British High Commission:
Reserve Bank of New Zealand Bldg., 2 The Terrace, (P.O. Box 1812), Wellington, New Zealand

Department of Tourism, Government of Western Samoa:
Box 862, Apia, Western Samoa
c/o Polynesian Airlines, 9841 Airport Blvd., Suite 808, Los Angeles, CA 90045

San Marino

Consulate General:
150 E. 58th St., New York, NY 10155
7 Hanover Square, London, W1, England

São Tomé and Príncipe

São Tomé and Príncipe Permanent Mission to the UN:
801 Second Ave., Suite 1504, New York, NY 10017

British Ambassador Resident in Luanda, Angola

Saudi Arabia

Royal Saudi Arabian Embassy:
601 New Hampshire Ave., NW, Washington, DC 20037
30 Belgrave Square, London, SW1, England

US Embassy:
Palestine Rd., Ruwais, Box 149, Jidda, Saudi Arabia

British Embassy:
P.O. Box 393, Jidda, Saudi Arabia

Arab Tourism Union:
Box 2354, Aman, Jordan

Senegal

Senegal Embassy:
2112 Wyoming Ave., NW, Washington, DC 20008
11 Phillimore Gardens, London, W8, England

US Embassy:
Boite Postale 49, Ave. Jean XXIII, Dakar, Senegal

British Embassy:
B.P. 6025, Dakar, Senegal

Seychelles

Embassy of the Seychelles:
820 Second Ave., New York, NY 10017

Seychelles High Commission:
50 Conduit St., London, W1, England

British High Commission:
Victoria House, P.O. Box 161, Victoria Mahé, Seychelles

US Embassy:
Box 148, Victoria, Seychelles

Sierra Leone

Embassy of the Republic of Sierra Leone
1701 19th St., NW, Washington, DC 20009

Sierra Leone High Commission:
33 Portland Place, London, W1, England

US Embassy:
Corner Walpole and Siaka Stevens St., Freetown, Sierra Leone

British High Commission:
Standard Bank of Sierra Leona Bldg., Lightfoot Boston St., Freetown, Sierra Leone

Singapore

Singapore Embassy:
1824 R St., NW, Washington, DC 20009

Singapore High Commission:
2 Wilton Crescent, London, SW1, England

US Embassy:
30 Hill St., Singapore

British High Commission:
Tanglin Circus, Singapore 1024

Singapore Tourist Promotion Board:
131 Tudor Court, Tanglin Rd, Singapore 1024
342 Madison Ave., 10th Fl., Suite 1008, New York, NY 10173
251 Post St., Suite 308, San Francisco, CA 94108
Goldfields House, 8th Fl., 1 Alfred St., Circular Quay, Sydney, NSW 2000, Australia
33 Heddon St., London W1R 7LB England

Solomon Islands

Solomon Islands Embassy:
3100 Massachusetts Ave., NW, Washington, DC 20008

Solomon Islands High Commission:
80 Elgin St., Ottawa, ON K1P 5K7, Canada

British High Commission:
Soltel House, Mendana Ave., Honiara, Solomon Islands

Solomon Islands Tourist Authority:
Box 321, Honiara, Solomon Islands

Somalia

Somali Embassy:
600 New Hampshire Ave., NW, Washington, DC 20037
60 Portland Pl., London, W1, England

US Embassy:
Corso Primo Luglio, Mogadishu, Somalia

British Embassy:
P.O. Box No. 1036, Mogadishu, Somalia

Somalia National Agency for Tourism:
Box 553, Mogadishu, Somalia

South Africa

South African Embassy:
3051 Massachusetts Ave., NW, Washington, DC 20008
15 Sussex Dr., Ottawa, ON K1M 1M8, Canada
South Africa House, Trafalgar Square, London, WC2, England

US Embassy:
Thibault House, 225 Pretorius St., Pretoria, South Africa

British Embassy:
6 Hill St., Pretoria, South Africa
91 Parliament St., Cape Town, South Africa (January–June)

South African Tourism Board:
747 Third Ave., New York, NY 10017
20 Eglinton W., Suite 1001, Toronto, ON M4R 1K8, Canada

Spain

Spanish Embassy:
2700 15th St., NW, Washington, DC 20009
350 Sparks St., Suite 802, Ottawa, ON K1R 7S8, Canada
24 Belgrave Square, London, SW1, England

US Embassy:
Serrano 75, Madrid, Spain

British Embassy:
Calle de Fernando el Santo, 16, Madrid 4, Spain

Spanish National Tourist Office:
845 N. Michigan Ave., Suite 915 E., Chicago, IL 60611
665 Fifth Ave., New York, NY 10022
1 Hallidie Plaza, San Francisco, CA 94102
60 Bloor St., W., Suite 201, Toronto, ON M6W 1A1, Canada

Sri Lanka

Sri Lanka Embassy:
2148 Wyoming Ave., NW, Washington, DC 20008

Sri Lanka High Commission:
13 Hyde Park Gardens, London, W2, England
85 Range Rd., Suites 102-104, Ottawa, ON K1N 8J6, Canada

British High Commission:
Galle Rd., Kollupitiya (P.O. Box 1433), Colombo 3, Sri Lanka

Sri Lanka Tourist Board:
228 Havelock Rd., Colombo 5, Sri Lanka
609 Fifth Ave., Suite 714, New York, NY 10017
439 Albany Hwy., Victoria Park, WA 6100, Australia
52 High Holborn, London, WC1V 6RL, England

Sudan

Sudanese Embassy:
2210 Massachusetts Ave., NW, Washington, DC 20008
3 Cleveland Row, London, SW1, England

US Embassy:
Gamhouria Ave., Box 699, Khartoum, Sudan

British Embassy:
Khartoum, Sudan

Sudanese Tourist Corporation
Box 2424, Khartoum, Sudan

Suriname

Suriname Embassy:
2600 Virginia Ave., Suite 711, NW, Washington, DC 20037

US Embassy:
Dr. Sophie Redmondstraat 129, Box 1821, Paramaribo, Suriname

British Consulate:
Paramaribo, Suriname

Caribbean Tourism Association:
20 E. 46th St., New York, NY 10017

Swaziland

Embassy of the Kingdom of Swaziland:
4301 Connecticut Ave., NW, Washington, DC 20008

Swaziland High Commission:
58 Pont St., London, SW8, England

US Embassy:
Central Bank Bldg., Warner St., Box 199, Mbabane, Swaziland

British High Commission:
Mbabane, Swaziland

Southern Africa Regional Tourism Council:
Box 564, Blantyre, Malawi

Sweden

Swedish Embassy:
600 New Hampshire Ave., NW, Washington, DC 20037
441 MacLaren St., Ottawa, ON K2P 2H3, Canada
11 Montagu Place, London, W1, England

US Embassy:
Strandvagen 101, Stockholm, Sweden

British Embassy:
Skarpögatan 6-8, Stockholm, Sweden

Swedish Tourist Board:
150 N. Michigan Ave., Suite 2110, Chicago, IL 60601
655 Third Ave., New York, NY 10017

Tourist Office in Sweden:
Sverigehuset, Hamngatan 27, S-10392 Stockholm, Sweden

Switzerland

Swiss Embassy:
2900 Cathedral Ave., NW, Washington, DC 20008
5 Marlborough Ave., Ottawa, ON K1N 8E6, Canada
16-18 Montagu Place, London, W1, England

US Embassy:
Jubilaeumstr. 93, 3005 Berne, Switzerland

British Embassy:
Thunstrasse 500, 3000 Berne 15, Switzerland

Swiss National Tourist Offices:
104 S. Michigan Ave., Rm. 200, Chicago, IL 60603
608 Fifth Ave., New York, NY 10020
250 Stockton St., San Francisco, CA 94108
Commerce Ct. Postal Station, Box 215, Toronto, ON M5L 1E8, Canada

Tourist Office in Switzerland:
Im Hauptbahnof, 3001 Berne, Switzerland

Syria

Syrian Embassy:
2215 Wyoming Ave., NW, Washington, DC 20008
8 Belgrave Sq., London, SW1, England

US Embassy:
Abu Rumaneh, Al Monsur St. No. 2, Box 29, Damascus, Syria

British Embassy:
Quartier Malki, 11 rue Mohammad Kurd Ali, Imm. Kotob, Damascus, Syria

Ministry of Tourism:
Abi Fara El-Hamadani St., Damascus, Syria

Taiwan

Coordination Council for Northern American Affairs:
801 Second Ave., 9th Fl., New York, NY 10017
3660 Wilshire Blvd., Suite 1050, Los Angeles, CA 90010
555 Montgomery St., Suite 510, San Francisco, CA 94111

US Foreign Service Office:
7/9 Lane 134, Hsin Yi Rd., Sec. 3, Taipei, Taiwan
88 Wu Fu 3rd Rd., Kaohsiung, Taiwan

Tourism Bureau, Ministry of Communications:
280 Chunghsiao E. Rd., Sec 4, Box 1490, Taipei, Taiwan
3325 Wilshire Blvd., Suite 515, Los Angeles, CA 90010
1 World Trade Center, Suite 8855, New York, NY 10048
MLC Bldg., Suite 3503, Sydney, NSW 2000, Australia

Ministry of Communications, Tourism Bureau:
280 Chunghsiao E. Rd., Sec. 4., Box 1490, Taipei, Taiwan

Tanzania

Tanzanian Embassy:
2139 R St., NW, Washington, DC 20008

Tanzania High Commission:
50 Range Rd., Ottawa, ON K1N 8J4, Canada
43 Hertford St., London, W1, England

US Embassy:
36 Laibon Rd., Box 9123, Dar Es Salaam, Tanzania

British High Commission:
Dar es Salaam, Tanzania

Tanzania Tourist Corporation:
201 E. 42nd St., New York, NY 10017

Thailand

Thai Embassy:
2300 Kalorama Rd., NW, Washington, DC 20008
85 Range Rd., Suite 704, Ottawa, ON K1N 8J6, Canada
30 Queen's Gate, London, SW7, England

US Embassy:
95 Wireless Rd., Bangkok, Thailand

British Embassy:
Bangkok, Thailand

Tourism Authority of Thailand:
4 Ratchadamnoen Nok Ave., Bangkok 10100, Thailand
3440 Wilshire Blvd., Suite 1101, Los Angeles, CA 90010
5 World Trade Center, Suite 2449, New York, NY 10048
Royal Exchange Bldg., Pitt & Bridge Sts., 12th Fl., Sydney, NSW 2000, Australia
9 Stafford St., London W1X 3FE, England

Togo

Embassy of the Republic of Togo:
2208 Massachusetts Ave., NW, Washington, DC 20008
12 Chemin Range Rd., Ottawa, ON K1N 8J3, Canada
20 Wellington Court, 116 Knightsbridge, London, SW1, England

US Embassy:
Rue Pelletier Caventou and Rue Vauban, B.P. 852, Lome, Togo

British Embassy:
British Ambassador Resident at Accra, Ghana

Togo Tourist Board:
1625 K St., Suite 102, Washington, DC 20006

Tonga, Republic of

Tonga High Commission:
New Zealand House, Haymarket, London, SW1, England

British High Commission:
Nuku'alofa, Tonga

Tonga Visitors' Bureau:
Box 37, Nuku'alofa, Tonga
61 Cross St., Double Bay, NSW 2028, Australia
New Zealand House, Haymarket, London SW1Y 4TQ, England

Transkei

Transkei Consulate:
1511 K St., NW, Suite 611, Washington, DC 20005

Transkei Department of Commerce, Industry, and Tourism:
Private Bag X5029, Umtata, Republic of Transkei, Africa

Trinidad & Tobago

Trinidad & Tobago Embassy:
1708 Massachusetts Ave., NW, Washington, DC 20036

Trinidad & Tobago High Commission:
42 Belgrave Square, London, SW1, England
75 Albert St., Fuller Bldg., Rm. 508, Ottawa, ON K1P 5E7, Canada

US Embassy:
15 Queen's Park West, Box 752, Port-of-Spain, Trinidad

Trinidad & Tobago Tourist Board:
400 Madison Ave., Suites 712-14, New York, NY 10017
145 King St. W., 2nd Fl., Toronto, ON M5H 1J8, Canada

Caribbean Tourism Association:
20 E. 46th St., New York, NY 10017

Tunisia

Tunisian Embassy:
2408 Massachusetts Ave., NW, Washington, DC 20008
515 O'Connor St., Ottawa, ON K1S 3P8, Canada
29 Prince's Gate, London, SW7, England

British Embassy:
Place de la Victoire, Tunis, Tunisia

US Embassy:
144 Ave. de la Liberté, Tunis, Tunisia

Turkey

Turkish Embassy:
1606 23rd St., NW, Washington, DC 20008
197 Wurtemburg St., Ottawa, ON K1N 8L9, Canada
43 Belgrave Square, London, SW1, England

US Embassy:
110 Ataturk Blvd., Ankara, Turkey

British Embassy:
Ankara, Turkey

Turkish Tourism and Information Office
821 United Nations Plaza, New York, NY 10017

Tourist Office in Turkey:
Mesrutiyet Caddesi 57/B, Galatasaray, Istanbul, Turkey

Turkish Embassy Information Office:
2010 Massachusetts Ave., NW, 6th Fl., Washington, DC 20036

Tuvalu

(Information on Tuvalu is available from offices listed under Kiribati.)

Uganda

Uganda Embassy:
5909 16th St., NW, Washington, DC 20011

Uganda High Commission:
170 Laurier Ave., Suite 601, Ottawa, ON K1P 5V5, Canada
Uganda House, 58-59 Trafalgar Square, London, WC2, England

British High Commission:
Kampala, Uganda

Uganda Tourist Information:
5909 16th St., NW, Washington, DC 20011
170 Laurier Ave., Suite 601, Ottawa, ON K1P 5V5, Canada

United Arab Emirates

Embassy:
600 New Hampshire Ave., Suite 740, Washington, DC 20037
30 Prince's Gate, London, SW7, England

US Embassy:
Shaikh Kalid Bldg., Corniche Rd., Box 4009, Abu Dhabi, United Arab Emirates

British Embassy:
Abu Dhabi, United Arab Emirates

USSR (Union of Soviet Socialist Republics)

Soviet Embassy:
1125 16th St., NW, Washington, DC 20036
13 Kensington Palace Gardens, London, W8, England

Soviet Consulate General:
3655 Avenue de Musée, Montreal, PQ H3G 2E1, Canada

US Embassy:
Ulitsa Chaykovskogo 19/21/23, Moscow, U.S.S.R.

British Embassy:
Naberezhnaya Morisa Toreza 14, Moscow, U.S.S.R.

Intourist Information Office:
16 Marx Prospect, Moscow, 103009, U.S.S.R.
630 Fifth Ave., Suite 868, New York, NY 10111
1801 McGill College Ave., Montreal, PQ H3A 2N4, Canada

United Kingdom (Includes England, Scotland, Wales, and Northern Ireland)

British Embassy:
3100 Massachusetts Ave., NW, Washington, DC 20008

British High Commission:
80 Elgin St., Ottawa, ON K1P 5K7, Canada

US Embassy:
24/31 Grosvenor Square, London W1A 1AE, England

British Tourist Authority:
612 S. Flower St., Los Angeles, CA 90017
40 W. 57th St., 3rd Fl., New York, NY 10019
94 Cumberland St., Suite 600, Toronto, ON M5R 3N3, Canada

Tourist Offices in United Kingdom:
River House, 48 High St., Belfast, Northern Ireland BT1 2DS
3 Castle St., Cardiff, Wales
23 Ravelston Tr., Edinburgh, Scotland EH4 3EU
Victoria Station Forecourt, London, SW1, England
19 Cockspur St., London, SW1, England
2-4 Maddox St., London, W1, England
11 Berkeley St., London, W1, England

United States of America

US Embassy:
Grosvenor Square, London, W1, England

British Embassy:
3100 Massachusetts Ave., NW, Washington, DC 20008

Uruguay

Uruguayan Embassy:
1918 F St., NW, Washington, DC 20006
48 Lennox Gardens, London, SW1, England

US Embassy:
Calle Lauro Muller 1776, Montevideo, Uruguay

British Embassy:
Montevideo, Uruguay

Anglo-Uruguayan Cultural Institute:
San Jose 1426, Montevideo, Uruguay

Vanuatu

Vanuatu Embassy (United Kingdom):
3100 Massachusetts Ave., NW, Washington, DC 20008

Vanuatu High Commission:
80 Elgin St., Ottawa, ON K1P 5K7, Canada

British High Commission:
Melitco House, Rue Pasteur, Vila, Vanuatu

Vanuatu Visitors Bureau:
Box 209, Port Vila, Vanuatu

Vatican City State

British Embassy to the Holy See:
91 Via Condotti, 00187, Rome, Italy

US Embassy:
Vatican City

Venezuela

Venezuelan Embassy:
2445 Massachusetts Ave., NW, Washington, DC 20008
294 Albert St., Suite 602, Ottawa, ON K1P 6E6, Canada
1 Cromwell Rd., London, SW7, England

US Embassy:
Avenida Francisco de Miranda and Avenida Principal de la Floresta, Caracas, Venezuela

British Embassy:
Edificio Torre Las Mercedes, Apartado 1246, Ciudad Comercial Tamanaco, Caracas, Venezuela

Venezuelan Government Tourist and Information Bureau:
7 E. 51st St., New York, NY 10022

Vietnam (Socialist Republic of)

Embassy:
12-14 Victoria Rd., London, W8, England

British Embassy:
16 Pho Ly Thuong Kiet, Hanoi, Vietnam

North Yemen (Yemen Arab Republic)

Embassy of North Yemen:
600 New Hampshire Ave., NW, Washington, DC 20037
41 South St., London, W1, England

British Embassy:
Sana'a, North Yemen

South Yemen (People's Democratic Republic of Yemen)

Embassy:
57 Cromwell Rd., London, SW7, England

British Embassy:
Khormaksar, Aden, South Yemen

Yugoslavia

Yugoslav Embassy:
2410 California St., NW, Washington, DC 20008
17 Blackburn Ave., Ottawa, ON K1N 8A2, Canada
5-7 Lexham Gardens, London, W8, England

US Embassy:
Kneza Milosa 50, Belgrade, Yugoslavia

British Embassy:
General Zdanova 46, Belgrade, Yugoslavia

Yugoslav National Tourist Office:
Trg Nikole Zrinjskog 14, Zagreb, Yugoslavia
Railway Station, Belgrade, Yugoslavia
630 Fifth Ave., Suite 280, New York, NY 10111

Zaire

Zaire Embassy:
1800 New Hampshire Ave., NW, Washington, DC 20009
18 Range Rd., Ottawa, ON K1N 8J3, Canada
26 Chesham Place, London, SW1, England

US Embassy:
310 Ave. des Aviateurs, Kinshasa, Zaire

British Embassy:
Kinshasa, Zaire

Zaire National Tourist Office:
1259 Blvd. du 30 Juin, Box 9502, Kinshasa, Zaire

Zaire Tourisme:
B.P. 2466, Bukavu, Zaire

Zambia

Zambian Embassy:
2419 Massachusetts Ave., NW, Washington, DC 20008

Zambia High Commission:
130 Albert St., Suite 1610, Ottawa, ON K1P 5G4, Canada
2 Palace Gate, London, W8, England

US Embassy:
Box 31617, Lusaka, Zambia

British High Commission:
Lusaka, Zambia

Zambia National Tourist Board:
237 E. 52nd St., New York, NY 10022

Zimbabwe

Embassy of Zimbabwe:
2852 McGill Terrace, NW, Washington, DC 20008

Zimbabwe High Commission:
Place de Ville, Tower B, 112 Kent St., Suite 915, Ottawa, ON K1P 5P2, Canada
Zimbabwe House, Strand, London, WC2, England

US Embassy:
78 Enterprise Rd., Highlands, Harare, Zimbabwe

British High Commission:
Stanley House, Stanley Ave. (P.O. Box 4490), Harare, Zimbabwe

Zimbabwe Tourist Board:
35 E. Wacker Dr., Suite 1778, Chicago, IL 60601

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Addison-Wesley Publishing Company

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22126
ISBN 0-201-22126-8